



CA Home Page  
Governor's Home Page  
About the Commission  
Credential Information

Examination Information  
Coded Correspondence  
Credential Alerts  
Educational Standards

Reports-on-Line  
Committee on Accreditation  
Troops to Teachers  
Other Sites of Interest

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)  
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)  
[Troops to Teachers](#) | [Other Sites of Interest](#)

# Agenda

## California Commission on Teacher Credentialing

October 6-7, 1999 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

### WEDNESDAY, October 6, 1999

#### Commission Office

#### 1. Executive Committee 11:00 a.m.

- EXEC-1** Approval of the June 1999 Executive Committee Minutes
- EXEC-2** Review of a Draft of the Commissioner's Orientation Manual
- EXEC-3** Review of Strategic Plan Update for 1999

#### 2. Closed Session (Chair Norton)

(The Commission will meet in Closed Session Pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

#### 3. Appeals and Waivers Committee (Committee Chair Harvey)

- A&W-1** Approval of the Minutes
- A&W-2** Commission Appeal
- A&W-3** Reconsideration of Waiver Denials
- A&W-4** Waivers: Consent Calendar
- A&W-5** Waivers: Conditions Calendar
- A&W-6** Waivers: Denials Calendar

### THURSDAY, October 7, 1999

#### Commission Office

#### 1.. General Session (Chair Norton) 8:00 a.m.





- GS-1** Roll Call
- GS-2** Pledge of Allegiance

- GS-3** Approval of Amended October 1998 Minutes Pertaining to the Public Hearing on School Nurse Advisory Panel
- GS-4** Approval of the September 1999 Minutes
- GS-5** Approval of the October Agenda
- GS-6** Approval of the October Consent Calendar
- GS-7** Annual Calendar of Events
- GS-8** Chair's Report
- GS-9** Executive Director's Report
- GS-10** Report on Monthly State Board Meeting

## 2. **Legislative Committee of the Whole (Committee Chair Gary Reed)**

-  **LEG-1** Status of Bills of Interest to the Commission



## 3. **Preparation Standards Committee of the Whole (Committee Chair Sutro)**

-  **PREP-1** Approval of Subject Matter Programs
-  **PREP-2** U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology Grant Awards: Recommendations for Implementation
-  **PREP-3** Implementation of the U.S. Department of Education, Office of Postsecondary Education, Title II Teacher Quality Enhancement State Grant
-  **PREP-4** Proposed Repeal or Amendment of Obsolete Title 5 Administrative Regulations, Section 80096, 80097, 80071.4(o), 80256, 80280




## 4. **Professional Practices Committee of the Whole (Chairperson Norton)**

-  **DPP-1** Recommendations for Use of Probation by the Division of Professional Practices

## 5. **Performance Standards Committee of the Whole (Committee Chair Katzman)**

-  **PERF-1** Proposal to Establish Advisory Panels for Subject Matter Examination Validity Studies and Program Standards Review
-  **PERF-2** Preliminary Annual Report on the RICA: June 1998-June 1999  
(NOTE: large file...Please allow sufficient time for downloading)

## 6. **Fiscal Planning & Policy Committee of the Whole (Committee Chair Veneman)**

-  **FPFC-1** Fourth Quarter Report of Revenues and Expenditures for Fiscal Year 1998-99
-  **FPFC-2** Update on the Management Study Mandated by the 1999 Budget Act
-  **FPFC-3** Overview of the State Budgetary Process

**7. Credentials & Certificated Assignments Committee of the Whole  
(Committee Chair Dauterive)**



**C&CA-1**

Survey Results of New Teachers Seeking Employment



**C&CA-2**

Report on Plans to Promulgate Regulations on Teaching Reading as a Separate Subject

**C&CA-3**

Application for Eminence Credential

**8. Special Presentation**

**1:00 p.m.**

**9. Public Hearing**

**1:30 p.m.**



**PUB-1**

Proposed Amendments of Section 80054; Additions of Sections 80054.5; 80020.4; and 80020.4.1; and Deletion of Section 80523.4 to Title 5 Regulations Concerning Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments

**10. Reconvene General Session (Chair Norton)**

**GS-11**

Report of the Appeals and Waivers Committee

**GS-12**

Report of the Executive Committee

**GS-13**

Report of Closed Session Items

**GS-14**

Commissioners Reports

**GS-15**

Audience Presentations

**GS-16**

Old Business

•Quarterly Agenda for October, November & December 1999

**GS-17**

New Business

**GS-18**

Adjournment

**All Times Are Approximate and Are Provided for Convenience Only**

**Except Time Specific Items Identified Herein (i.e. Public Hearing)**

**The Order of Business May be Changed Without Notice**

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

**Reasonable Accommodation for Any Individual with a Disability**

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

**NEXT MEETING**

**November 3-4, 1999**

**California Commission on Teacher Credentialing  
1900 Capitol Avenue**



[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)  
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) |  
[Committee on Accreditation](#)  
[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** LEG-1

**Committee:** Legislative

**Title:** Status of Bills of Interest to the Commission

- ✓ Action
- ✓ Information

**Prepared by:** Rod Santiago

Office of Governmental Relations

---

## BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

September 7, 1999

### CCTC-Sponsored Bills

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzoni Would increase the cap on per intern expenditures in the alternative certification program	<b>Sponsor (3/99)</b>	Senate Appropriations Committee
AB 457 - Scott Would add internet-based sex offenses to the list of specified mandatory revocation offenses	<b>Sponsor (3/99)</b>	Signed by the Governor-- Chaptered
AB 466 - Mazzoni Omnibus clean-up bill	<b>Sponsor (3/99)</b>	Enrolled and to the Governor's Office
AB 471 - Scott Would require CCTC to report to the	<b>Sponsor (3/99)</b>	Signed by the Governor--

Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits		Chaptered
AB 1067 - Margett Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	<b>Sponsor (4/99)</b>	Enrolled and to the Governor's Office
AB 1282 - Jackson Would require CCTC to make improvements needed to enhance CBEST	<b>Sponsor (4/99)</b>	Enrolled and to the Governor's Office

## SENATE BILLS OF INTEREST TO CCTC

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
SB 151 - Haynes Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99) Oppose Unless Amended (4/99) <b>Oppose (7/99)</b>	Held in Assembly Appropriations Committee
SB 179 - Alpert Would establish model alternative teacher preparation programs	<b>Support if Amended (2/99)</b>	Held in Senate Appropriations Committee
SB 237 - Karnette Would require that a person may not qualify for an Administrative Services Credential unless he or she has ten years of teaching experience	<b>Oppose (3/99)</b>	Senate Education Committee
SB 395 - Hughes Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99) <b>Support (7/99)</b>	Enrolled and to the Governor's Office
SB 472 - Poochigian Would establish a pilot program to provide grants to school districts using a mathematics specialist to teach mathematics aligned to the statewide content standards in grades 4, 5, and 6	<b>Support (4/99)</b>	Held in Senate Appropriations Committee
SB 489 - Solis Would make findings and declarations	<b>Watch (4/99)</b>	Senate Rules Committee

related to educational paraprofessionals		
SB 573 - Alarcon Would create a telecommunications-based pilot project in LA county for the purpose of providing support for BTSA or pre-intern teachers in hard to staff schools	Watch (4/99) <b>Support if Amended (5/99)</b>	Held in Senate Appropriations Committee
SB 883 - Haynes Would require CCTC to monitor the performance of graduates of various IHEs that provide educator preparation and would authorize CCTC to take administrative action against specified IHEs	<b>Oppose (4/99)</b>	Senate Education Committee
SB 1061 - Schiff Would waive the credential application fee for first-time specified credential applicants	<b>Support (4/99)</b>	Held in Senate Appropriations Committee
SB 1076 - Vasconcellos Makes findings and declarations related to teacher preparation and credentialing and expresses legislative intent to enact legislation to redesign teacher preparation and credentialing to teach teachers both the process of teaching and the information the teacher is responsible for their pupils learning	<b>Watch (4/99)</b>	Senate Education Committee
SB 1262 - O'Connell/Karnette Would amend the Golden State Scholarshare Trust Act <b>NOTE: Original bill language was incorporated into AB 1117 which has been signed by the Governor</b>	<b>Support (4/99)</b>	To enrollment
SB 1309 - Baca Would require CCTC to regularly notify school districts about laws governing assignment of individuals when certificated teachers are not available	Oppose (4/99) <b>Watch (9/99)</b>	Signed by the Governor-- Chaptered

## ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 1X - Villaraigosa and Strom-	<b>Seek</b>	Signed by the

Martin Would establish the Peer Assistance and Review Program for Teachers	<b>Amendments (2/99)</b> CTC amendments adopted	Governor
AB 2X - Mazzone and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99) <b>Seek Amendments (3/99)</b> CTC amendments adopted	Signed by the Governor
AB 6 - Calderon Establishes the California Teacher Academy Program	<b>Seek Amendments (2/99)</b> CTC amendments adopted	Held in Assembly Appropriations Committee
AB 17X - Bates Would delete option for local development by IHEs of a teaching performance assessment and require CCTC to administer the assessment	<b>Oppose (2/99)</b>	Dropped by the author
AB 18X - Zettel and Bates Would require all teaching credential holders to pass a subject matter exam to renew the credential. Would require CCTC to establish a Peer Review Task Force	<b>Oppose Unless Amended (2/99)</b>	Dropped by the authors
AB 25X - Baldwin Would make changes to statutes governing the demonstration of subject matter competence	<b>Oppose (2/99)</b>	Dropped by the author
AB 27X - Leach Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) CTC amendments adopted <b>Watch (3/99)</b>	Signed by the Governor
AB 28X - Leach Would make changes to statutes governing the accreditation framework	<b>Oppose (2/99)</b>	Held in Assembly Education Committee
AB 31 - Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	<b>Support (2/99)</b>	To enrollment
AB 108 - Mazzone Subject Matter Projects	<b>Support (2/99)</b>	Held in Senate Appropriations Committee
AB 192 - Scott	<b>Support (3/99)</b>	Enrolled and



Would create the California Teacher Cadet Program		to the Governor's Office
AB 578 - Honda Would require SPI, in consultation with CCTC and IHEs, to develop training requirements for teachers to ensure sufficient training on domestic violence recognition	<b>Watch (4/99)</b>	Held in Senate Appropriations Committee
AB 615 - Runner Would place specified categorical funding programs into block grant programs	Oppose Unless Amended (6/99) <b>Watch (9/99)</b>	Senate Education Committee
AB 707 - House Would set forth requirements for a services credential with a specialization in school psychology	<b>Seek Amendments (4/99)</b>	Senate Education Committee
AB 752 - Davis Would create two new single subject teaching credentials in dance and in theatre	<b>Watch (4/99)</b>	Held in Assembly Appropriations Committee
AB 770 - Honda Would create a Middle Grades Certificate Program	<b>Seek Amendments (4/99)</b>	Held in Assembly Appropriations Committee
AB 899 - Alquist Would provide that on and after July 1, 2003 a teacher may not be initially assigned to teach math or science at the middle school level unless she or he holds a credential or supplementary authorization in the subject to be taught	<b>Support (5/99)</b>	Held in Assembly Appropriations Committee
AB 908 - Alquist Would require CCTC to adopt or revise standards to address gender equity	<b>Seek Amendments (4/99)</b>	Senate Appropriations Committee
AB 949 - Wiggins Would include holders of services credentials in the definition of teacher for the purposes of participating in the APLE program, the California Mentor Teacher Program, and the BCLAD Certificate	<b>Oppose Unless Amended (4/99)</b>	Assembly Education Committee
AB 961 - Steinberg Would create the Challenged School Teacher Attraction and Retention Act of 1999	<b>Support (4/99)</b>	Senate Education Committee
AB 1006 - Ducheny	<b>Support (4/99)</b>	Senate

Would establish a two-year pilot project to provide peer support and mentoring for school counselors		Education Committee
AB 1059 - Ducheny Would make various provisions in law related to CLAD training	Seek Amendments (4/99) <b>Support (9/99)</b>	Enrolled and to the Governor's Office
AB 1242 - Lempert Would require CCTC to issue a California Professional Credential to persons meeting certain requirements	Seek Amendments (4/99) Oppose (6/99) <b>Watch (9/99)</b>	To enrollment
AB 1294 - Firebaugh Would require CCTC, SPI, and directors of teacher education at IHEs to produce an annual report related to teacher recruitment, education, and retention programs	Watch (4/99) <b>Oppose (5/99)</b>	Assembly Education Committee
AB 1296 - Firebaugh Would authorize holders of emergency permits and Pre-Intern program participants to participate in BTSA. Would also establish a hard-to-staff school program	Watch (4/99) <b>Seek Amendments (5/99)</b>	Assembly Education Committee

***Please note: Several bills were enrolled and to the Governor at the time of this agenda printing. Staff will update the Commission on late-breaking legislative matters.***



# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PREP-1

**Committee:** Preparation Standards

**Title:** Approval of Subject Matter Preparation Programs by Colleges and Universities

✓ Action

**Prepared by:** Larry Birch, Ed.D., Administrator  
Professional Services Division

---

## Approval of Subject Matter Preparation Programs by Colleges and Universities

Professional Services Division  
September 21, 1999

<b>Executive Summary</b>
This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.
<b>Fiscal Impact Summary</b>
The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.
<b>Recommendation</b>
That the Commission approve the credential preparation programs recommended in this item.

**Subject Matter Preparation Program Review Panel Recommendations**

## Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

## Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

## Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

Languages Other Than English

- University of California, Irvine (Latin)

Music

- Azusa Pacific University
- California State Polytechnic University, Pomona

---

| [Back to the Top](#) |  
| [Back to October 1999](#)  
[Agenda](#) |  
| [Return to "Agenda](#)  
[Archives"](#) |  
| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PREP-2

**Committee:** Preparation Standards

**Title:** U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology Grant Award: Recommendation for Implementation

✓ Action

**Prepared by:** Sanford L. Huddy, Consultant  
Professional Services Division

---

## U. S. Department of Education, Preparing Tomorrow's Teachers to Use Technology Grant Award: Recommendation for Implementation

**Professional Services Division  
September 14, 1999**

### Executive Summary

The U. S. Department of Education, through its Preparing Tomorrow's Teachers to Use Technology Office, has awarded a catalyst grant to the California Commission on Teacher Credentialing to carry-out the "StarTEC" (Staff, Teachers, and Restructured Technology Education Consortium) project which was approved for submission by the Commission at its June 1999 meeting. The StarTEC project represents the efforts and commitment of an extended collaborative partnership of the California Commission on Teacher Credentialing, three institutions of higher education (University of California, Riverside; California State University, Fresno; and the College of Notre Dame), three school districts (Riverside, Parlier, and Redwood City), four business partners (Apple Computer, Xerox Corporation, Teacher Universe, and Educational System Planning), and two professional organizations (ACSA plus the ACSA-Xerox Alliance, and Computer Using Educators/CUE) to respond to the statewide need for technology-qualified K-12 teachers. The focus of the grant is on the development of technology integration skills on the part of university faculty to improve teaching and learning and to infuse high-quality instructional strategies into pre-service teacher preparation programs.

## **Policy Issues to be Resolved**

Does the Commission wish to authorize the Executive Director to enter into contracts with StarTEC partners for the purpose of implementing the Preparing Tomorrow's Teachers to Use Technology grant award?

### **Relationship to the Commission's Strategic Goals and Objectives**

Goal: Promote educational excellence in California schools

Goal: Improve the Commission's communication with its stakeholders

### **Fiscal Impact Statement**

The work entailed by this three-year project is covered by the catalyst grant award by the U. S. Department of Education. The catalyst grant award is as follows:

Year one = \$598,712

Year two = \$598,712

Year three = \$598,212

Additional resources for accreditation processes and reviews are part of the ongoing work of the Commission staff and are supported by the agency's base budget resources.

### **Recommendation**

That the Commission authorize the Executive Director to enter into contract agreements with its StarTEC grant partners to implement this three-year project.

## **Background**

At its June 1999 meeting, the California Commission on Teacher Credentialing acted to authorize the Executive Director to cosponsor a grant proposal to the U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology Office, to assist in the implementation of the Standards of Program Quality and Effectiveness for the Effective Use of Computer-Based Technology in the Classroom.

In mid-August 1999, staff was notified that the Commission was successful in its bid to receive \$1,795,636 for the three-year StarTEC project.

## **Project Overview**

Both during and after the period of time in which the Commission's new technology standards were developed, the question of how IHE faculty could or should be prepared to model and/or deliver appropriate instruction in the area of technology to pre-service teacher credential candidates was raised. As is the case with all other standards established by the Commission, the answer to that question is that institutions of higher education with Commission-accredited programs bear the responsibility for the preparation of its faculty to deliver instruction to pre-service candidates that meets the Commission's standards. The U.S. Department of Education's Preparing Tomorrow's Teachers To Use Technology grant

program, however, offered the Commission a unique opportunity to leverage its standing in the teacher preparation community to do more than establish new standards. The StarTEC project will deliver appropriate technology instruction to teacher preparation faculty and develop models of instruction which will be disseminated to other teacher preparation programs, all with the purpose of meeting the Commission's new technology standards.

Briefly, the StarTEC project will offer its partner institutions technical assistance to prepare or revise their program documents to meet the new technology standards. StarTEC will expose partner institutions' faculty to experiences and instruction on the use of technology in the classroom, how to effectively integrate technology into their curriculum, how to take advantage of technology to deliver effective instruction, how to replicate their skills and knowledge to other university faculty (trainer of trainers), and how to best prepare for tomorrow's technology (future think).

Through an innovative StarTEC project element, participating faculty along with K-12 students, teacher credential candidates, and a teacher of record from the partner local school districts will engage in an intensive four week summer session at the end of each year of the three year project. The summer session will offer faculty the opportunity to experience, first-hand, the benefits of delivering instruction with the appropriate use of technology to K-12 students in accordance with California's K-12 content and performance standards.

Through the use of an independent contractor, the StarTEC project will be regularly evaluated to determine the extent to which the project's objectives are being met.

Finally, the project results will be widely disseminated through the use of conferences, papers and reports.

The objectives of the StarTEC project are as follows:

**Objective 1:** Assist Consortium IHEs to revise their preparation program coursework to meet the Commission's recently adopted Standards of Program Quality and Effectiveness in the area of Technology, using the expertise of Commission staff and Computer Education Advisory Panel Members.

**Objective 2:** Provide extensive faculty (teacher education and arts and sciences) training in the area of technology use and integration, using technology-proficient faculty peers and services provided by our business partners Apple Computer and Teacher Universe.

**Objective 3:** IHE faculty members will demonstrate "future think" approaches and future technologies knowledge in their teacher preparation coursework, using intensive field experiences and other connections to visionary strategists and developers from Apple Computer and Xerox's PARC Internship program through ACSA.

**Objective 4:** Preservice teacher candidates, IHE teacher preparation faculty, and collaborating K-12 educators will, by applying technology effectively in the classroom in accordance with the Standards, improve the

academic achievement of the identified group of below grade level K-12 students who participate in the project's technology-enriched summer school program.

**Objective 5:** Effective models for teacher preparation programs within California to meet the new Program Quality and Effectiveness Standards in the area of Technology will be disseminated statewide, using CUE conferences, published reports, evaluations and comparisons.

**Project Implementation**

In order to assure the accomplishment of the objectives of the StarTEC project, the Commission will need to enter into contractual agreements with its grant partners as identified in the proposal approved by the U.S. Department of Education.

A summary of the activities to be contracted is as follows:

	Year 1	Year 2	Year 3	Total
Apple Computer (Training)	84,000	84,000	84,000	252,000
Teacher Universe (Training)	115,500	115,000	115,000	346,500
Xerox Corporation (Training)	8,000	8,000	8,000	24,000
Ed. System Planning (Evaluation)	54,500	54,500	54,500	163,500
CSU, Fresno				
Site Coordinator	8,000	8,000	8,000	24,000
Stipends for participating faculty	55,000	55,000	54,000	164,000
UC, Riverside				
Site Coordinator	8,000	8,000	8,000	24,000
Stipends for participating faculty	13,000	13,000	13,000	39,000
College of Notre Dame				
Site Coordinator	8,000	8,000	8,000	24,000
Stipends for participating faculty	17,000	17,000	16,000	40,000
School Districts (Parlier, Riverside, Redwood City) to be distributed on the basis of the number of participants/summer session students to be served, not to exceed:				
Stipend for master/mentor teachers(substitute costs)	33,120	33,120	33,120	99,360
Summer School LEA teachers	54,000	54,000	54,000	162,000
Travel				



Buses to Summer School (SS)	30,000	30,000	30,000	90,000
Teacher mileage to SS	1,000	1,000	1,000	3,000
Material and supplies for summer school	43,092	43,092	43,092	129,276

Other funded costs for which contracts are not required:

#### CTC

Project director	32,500	32,500	32,500	97,500
Project clerical	15,000	15,000	15,000	45,000
Employee benefits	15,000	15,000	15,000	45,000
Travel for standards developers	500	NA	NA	500
Required travel per RFP instructions	1,000	1,000	1,000	3,000
Office supplies, duplication, etc.	2,000	2,000	9,000	13,000

[| Back to the Top |](#)  
[| Back to October 1999](#)  
[Agenda |](#)  
[| Return to "Agenda](#)  
[Archives" |](#)  
[| Return to "About CTC" |](#)





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PREP-3

**Committee:** Preparation Standards

**Title:** Implementation of the U.S. Department of Education, Office of Postsecondary Education, Title II Teacher Quality Enhancement State Grant

✓ Action

**Prepared by:** Phyllis Jacobson, Ed.D., Consultant  
Professional Services Division

---

## U. S. Department of Education, Office of Postsecondary Education Title II Teacher Quality Enhancement State Grant

Professional Services Division  
September 27, 1999

### Executive Summary

The U. S. Department of Education, through its Office of Postsecondary Education, has awarded a Title II Teacher Quality Enhancement State Grant to the Office of the Governor. First year funding of \$3.257 million became available for project implementation beginning September 1, 1999. The Commission has previously reviewed and approved in principle the three major goals contained within the grant proposal as submitted to the U.S. Department of Education. The Commission has been assigned the role of co-directing the implementation of this federal grant. The overall intent of the State Grant program is to "support the implementation of comprehensive statewide reforms to improve the quality of a State's teaching force." This report will describe the revised budget and Workplan for the first year implementation of the grant.

### Relationship to the Commission's Strategic Goals and Objectives

*Goal:* Improve the Commission's communication with its stakeholders  
*Objective:* Increase the public relations and visibility of the Commission

*Goal:* Work with schools of education, the Department of Education, and school districts to assure quality teachers  
*Objective:* Take a leadership role in recruiting and preparing qualified teachers in response to class size reduction

### Policy Issues to be Resolved

Should the Commission authorize the Requests for Proposals and the Interagency Agreements described in the attached documentation in order to carry out the goals and objectives of the Title II state grant program?

## **Fiscal Impact Statement**

The grant resources provide for 2 FTE at the Consultant level, and 1 FTE at the Office Technician level (including salary and benefits for all three positions). Grant resources also provide for the implementation of the first year Workplan. In addition, a portion of the Indirect Cost funds will be available to support Commission staff work related to the grant.

### **Recommendation**

Staff recommends approval to proceed with the RFPs and Interagency Agreements needed to carry out the program goals and objectives of the Title II State Grant.

## **I. Background: Development of the Grant Application (February-April, 1999)**

Title II grants were made available for national competition by the U.S. Department of Education in early Spring, 1999, with applications due on April 16, 1999. Eligible applicants for the Title II Teacher Quality Enhancement State Grants were either the Governor of the state or the state agency responsible for teacher credentialing/licensing. In its role as the state teacher credentialing agency, the Commission initially took the lead in developing a number of concepts and priorities upon which the grant application could be based. These concepts were approved in principle by the Commission at its regularly-scheduled meeting of March 4, 1999.

Subsequent to the March 4, 1999, Commission meeting, the Governor's Office indicated that the Governor wanted the state's application to be developed and submitted through his office. Because the application criteria for the Title II Teacher Quality Enhancement State Grant competition required a collaborative effort among state agencies concerned with teacher quality issues, a grant development team was then formed with representatives from the Office of the Secretary for Education, the Commission on Teacher Credentialing, the California Department of Education, the University of California system, the California State University system, the California Community College system, the California Postsecondary Education Commission, and the Association of Independent California Colleges and Universities. Chaired by Margaret Fortune of the Secretary for Education's office, the development group also adopted the concepts and principles previously brought before the Commission.

The partners agreed that the administrative structure for the grant would include an expanded Advisory Committee comprised of representatives of each of the partners, and that the Advisory Committee would be chaired by Margaret Fortune of the Office of the Secretary for Education, assisted by staff from the California Postsecondary Education Commission. The partners further agreed that the role of the Office of the Secretary for Education relative to the grant would remain a policy role, and that responsibility for grant implementation would rest primarily with the Commission on Teacher Credentialing (75%) and secondarily with the California Department of Education (25%).

All drafts of the grant application were reviewed and approved by all of the collaborative partners prior to the submission of the final grant proposal, as signed by the Governor, on April 16, 1999.

## **II. Awarding of the Grant (July, 1999)**

Notification was received in mid-July, 1999, that California's grant application was successful. The proposed budget was cut, however, by approximately 25% in order for the federal government to be able to fund as many states as possible. The Title II Office requested that a modified budget and scope of work (Workplan) be developed and submitted to correspond with the reduced amount of funds awarded.

Commission staff modified the budget and the Year One Workplan for the grant's implementation during 1999-2000. The modified budget and scope of work were circulated among the grant partners for their review and approval.

Approval was received from the grant partners on September 2, 1999, and the revised budget and Workplan for the first implementation year were submitted to the U.S. Department of Education on September 2, 1999.

III. Grant Goals and Objectives (Reprinted from the proposal)

**"Goal 1: Reforms in state licensure and certification requirements leading to improved achievement of California's K-12 students.** We need to do two things to improve teacher quality by making sure that all teachers granted California teaching credentials have the knowledge and the skills to promote student achievement. *First*, we need to develop a common statewide assessment to evaluate all teacher candidates for pedagogical competence prior to initial certification. California presently does not have such an assessment. *Second*, we need to improve the quality of California teachers who have only Emergency Permits by expanding opportunities for participation in alternative certification routes."

- Objectives:**
- (1) Develop a Teaching Performance Assessment (TPA) to be taken by all credential candidates.
  - (2) Implement the TPA with all credential candidates.
  - (3) Evaluate the Comprehensive Teacher Education Institute (CTEI) and its relationship to the Learning to Teach Continuum.
  - (4) Increase teacher quality by increasing the number of well-prepared teacher and reducing the number of Emergency Permit teachers.

**Discussion:** " The federal assistance provided through this grant will enable us to (1) develop, field test, and finalize an assessment of individual candidate performance, and (2) ensure that this assessment is aligned with the adopted *California Standards for the Teaching Profession* as well as with the *California State Curriculum Frameworks K-12*. Our project design calls not only for the development, field testing, and final production of a statewide assessment of teaching performance, but also for the necessary development and continued maintenance of assessor competence among (a) personnel within all of the teacher preparation programs in the State, and (b) classroom teachers and other K-12 personnel who work in collaborative programs with IHEs."

"Since the Comprehensive Teacher Education Institute (CTEI) state grant program is also an integral part of our Learning to Teach Continuum, and since this program's effectiveness has not been evaluated, our project design also calls for accomplishing a formal evaluation of the CTEI program."

**"Goal 2: Reforms to hold higher education accountable for preparing teachers to implement the state's K-12 Content and Performance Standards and K-12 Curriculum Frameworks in order to increase student achievement.** We need to assure that all of California's preparation programs, whether traditional university-based programs or alternative certification routes, ensure that each teacher candidate becomes familiar with and understands how to implement California's K-12 Content and Performance Standards and K-12 Curriculum Frameworks in the classroom."

- Objectives:**
- (1) Establish the effectiveness of completing subject matter requirements through a teacher preparation program instead of an undergraduate major or minor.
  - (2) Ensure that California's K-12 Content and Performance standards and K-12 Curriculum Frameworks are reflected in undergraduate subject matter coursework taken by teacher candidates.

**Discussion:** "Through the Title II State Grant program activities, we will conduct policy studies to include (for the first time) an evaluation of the quality of the subject matter preparation of teacher candidates in addition to examining the degree to which the pedagogical and programmatic standards contained within the *Standards of Quality and Effectiveness* are met by the IHEs."

"Through these policy studies, California will be able to gain vital data about teacher candidate outcomes and about subject matter preparation program outcomes that are needed to both inform our own State credentialing policies and to meet outcome reporting requirements mandated by Title II. First, we need empirical data to determine whether the candidates prepared by IHE teacher preparation programs possess and can demonstrate the qualifications needed: (a) to meet the *California Standards for the Teaching Profession*; (b) to implement classroom instruction in support of the state's adopted K-12 Content and

Performance Standards; and (c) to implement classroom instruction reflecting the state's K-12 Curriculum Frameworks. Second, we need empirical data to determine whether teacher candidates who satisfy the subject matter preparation standards through undergraduate academic programs and teacher candidates who satisfy these standards through the examination process have similar content knowledge and competence. Finally, we also need empirical data to determine whether teacher candidates possess content knowledge and competence similar to that of non-teacher candidates who major and/or minor in the content areas."

**"Goal 3: Innovative efforts to reduce the severe shortage of qualified teachers of mathematics, particularly in Empowerment Zone and Enterprise Community districts.** California has a severe statewide shortage of teachers of mathematics (in excess of 4,000). This shortage is particularly acute in high-needs districts located in Empowerment Zones and Enterprise Communities. We need to provide intensive assistance to these districts to help them build a lasting infrastructure to improve mathematics teaching and learning for at-risk K-12 students."

**Objective:** (1) Enhance current state efforts to reduce qualified teacher shortages by developing and piloting an intensive approach to assisting teachers of mathematics to qualify for a math credential authorization (preliminary credential or added authorization).

**Discussion:** "The State Legislature has allocated \$1.5 million in state funding recently for the "California Mathematics Initiative for Teaching" (AB 496) in order to encourage teachers from high-need districts to complete university coursework leading to increased knowledge of mathematics content, and, by inference, to increased ability to teach mathematics to K-12 students. While this Initiative provides for tuition and books for mathematics coursework, it also requires the local school districts to provide follow-up mentoring and other assistance to teachers participating in the program. This can often be difficult to do, especially in the Empowerment Zones/Enterprise Communities where there are insufficient numbers of highly trained teachers available to provide such support, and where the target participating teachers (both novice and veteran) have many other demands on their time. We are proposing to augment and improve on our existing approach to improving mathematics instruction by providing the commodity in shortest supply within the "learning to teach" process: time to learn, time to reflect, and time to plan meaningful and engaging lessons for students.

We believe, and our experiences with BTSA have taught us, that it is not possible to bring about lasting change and improvement in teachers' knowledge and abilities, particularly in a content area such as mathematics, solely through "seat time" in university courses, unless there is a strong support system back at school. Through the Title II program, we will provide up to 60 teachers from high-need districts who need to qualify for Preliminary Credentials or Supplementary Authorizations in Mathematics with a totally different, "exceptional approach." Each participating teacher will be granted a "sabbatical" during which his/her replacement teacher in the classroom will be funded. The teachers will then spend up to two semesters in intensive mathematics study at a California State University, University of California, or independent college/university campus. The tuition and books for this study will be funded through the district's "Mathematics Initiative for Teaching" (AB 496). As part of the teacher's training, an intensive work experience seminar or practicum in the area of applied mathematics will be arranged through cooperating businesses, industries, and/or research institutions, agencies and facilities. This practical, field-based study will help the teacher's students understand the value of mathematics to their future careers, and will give teachers experience in viewing the world through a mathematician's eyes. When the teacher completes the program and returns to the local school district, individual follow-up support will be provided through the California Math Project, one of the California "Subject Matter Projects." We believe that this approach recognizes the professional nature of mathematics learning and teaching, the professional nature of teacher development, and the effectiveness of a support system built on coordination and collaboration among state, local, and business/community resources. This cadre of teachers will also form the beginnings of a local resource network for the continuing professional development of mathematics teachers in their schools."

#### **IV. Workplan for the First Project Year**

The chart on the following pages provides the revised Workplan for Year One grant activities leading towards the accomplishment of each of the project's goals and objectives. All project activities and timelines remain the same as originally proposed, with the following exceptions:

- (a) **Goal 1, Objective 4:** State matching funds will replace federal funding for the expansion of Intern/Pre-Intern programs. Federal funds will support the expansion of blended programs.
- (b) **Goal 3, Objective 1:** The number of Mathematics teachers served will be reduced from 20 per year to 15 per year.

Objective	Key Activities	Key Benchmarks	Primary Agency Responsibility	Funding Source	Timeline
1.1 Develop a Teaching Performance Assessment (TPA) to be taken by all credential candidates.	<p>A. Research and identify the critical elements of teacher knowledge, skill, and performance in the area of pedagogy for California students.</p> <p>B. Compare the results to the <i>California Standards for the Teaching Profession</i>, the California State Curriculum Frameworks K-12, and the K-12 Content and Performance Standards.</p> <p>C. Design validity studies related to the "Descriptions of Practice" (DOP) for the <i>California Standards for the Teaching Profession</i>.</p> <p>D. Develop specifications for the TPA.</p> <p>E. Begin developing video library of teaching performances illustrative of the <i>Standards</i>.</p>	<ol style="list-style-type: none"> <li>1. Job analyses conducted and results analyzed.</li> <li>2. Preliminary Teaching Performance Expectations (TPEs) developed.</li> <li>3. Validity study plans finalized for TPEs and DOP; validity surveys drafted; RFP for year 2 implementation of data collection and analyses drafted and issued.</li> <li>4. Inventory of available videos and analysis of additional video performances needed completed.</li> </ol>	<ul style="list-style-type: none"> <li>• CCTC: Administrator of Examinations and Research (for TPEs)</li> <li>• CCTC: Consultants for the Beginning Teacher Support and Assessment Program (for DOP and videos)</li> </ul> <p>(NOTE: both of the above will include subcontracts to qualified bidders with assessment/evaluation expertise, and an additional subcontract for videotaping purposes).</p>	Title II and matching funds.	<ol style="list-style-type: none"> <li>1. 1/1/00</li> <li>2. 4/14/00</li> <li>3. 6/30/00</li> <li>4. 2/1/00</li> </ol>
1.2 Implement the TPA with all credential candidates.	<p>A. Provide information updates to all of California's 75 teacher preparation programs on the progress of the TPA.</p> <p>B. Conduct a</p>	<ol style="list-style-type: none"> <li>1. Informational notices and progress updates sent to California teacher preparation programs.</li> <li>2. Summer Informational</li> </ol>	<ul style="list-style-type: none"> <li>• CCTC: Consultants for the Beginning Teacher Support and Assessment Program (with subcontract for planning and implementation assistance for Summer Informational Institute)</li> </ul>	Title II	<ol style="list-style-type: none"> <li>1. 12/1/99</li> <li>2. 4/1/00</li> <li>3. 8/30/00</li> </ol>

	<p>Summer Institute for IHEs to familiarize teacher educators/Arts &amp; Sciences faculty with the <i>California Standards for the Teaching Profession</i> and with the preliminary TPEs (preliminary step to building local assessor capability).</p>	<p>Institute agenda developed and all logistical arrangements made.</p> <p>3. Summer Informational Institute participants provide evaluative feedback for modification for the Summer 2001 Institute.</p>	<p>CCTC: Administrator of Exams and Research</p>		
<p>1.3 Evaluate the Comprehensive Teacher Education Institute (CTEI) and its relationship to the Learning to Teach Continuum.</p>	<p>A. Develop and distribute an RFP for the evaluation of the CTEI program</p> <p>B. Award evaluation contract and begin evaluation process.</p> <p>C. Evaluation contractor conducts evaluation process, analyzes the data, and provides a final report.</p> <p>D. Final report of the CTEI is presented to the California State Board of Education for review and possible action.</p>	<p>1. RFP developed and advertised.</p> <p>2. Bidding process implemented and evaluation contract awarded.</p> <p>3. Evaluation contractor provides regular updates on progress.</p> <p>4. Evaluator submits final report to CDE.</p> <p>5. CTEI report scheduled on State Board of Education agenda.</p>	<ul style="list-style-type: none"> <li>• CDE: Project Co-Director</li> <li>• CCTC: Project Co-Director</li> </ul>	<p>Title II</p>	<p>1. 10/30/99</p> <p>2. 1/1/00</p> <p>3. 4/15/00</p> <p>4. 7/1/00</p> <p>5. 9/1/00</p>
<p>1.4 Increase teacher quality by increasing the number of well-prepared teachers and reducing the number of Emergency Permit teachers.</p>	<p>A. Develop and issue RFP for development of "blended" IHE teacher preparation programs.</p> <p>2. Award new grants and provide technical assistance</p>	<p>1. RFP issued for IHE applications for Blended Programs</p> <p>2. "Blended" program approved applications are on file.</p> <p>3. Directors meetings held for technical assistance purposes.</p> <p>4. Lists</p>	<ul style="list-style-type: none"> <li>• CCTC: Director, Office of Policy and Programs</li> <li>• CCTC: Consultant for Blended Programs</li> </ul>	<p>Matching funds Title II</p>	<p>1. 10/30/99</p> <p>2. 1/15/00</p> <p>3. 2/28/00</p> <p>4. 6/30/00</p>

maintained of  
credentials  
awarded to  
graduates of  
"blended"  
programs.

Objective	Key Activities	Key Benchmarks	Primary Agency Responsibility	Funding Source	Timeline
2.1 Ensure that California's K-12 Content and Performance Standards and K-12 Curriculum Frameworks are reflected in undergraduate subject matter coursework taken by teacher candidates.	<p>A. Refine research questions and design cross-sectional data collection study.</p> <p>B. Select K-12 Content Standards to form the basis for in-depth case studies of teacher candidates.</p> <p>C. Review transcripts of case study participants and crosscheck with the course content for alignment with K-12 Content Standards.</p> <p>D. Review content of MSAT, SSAT, and secondary level standardized tests for alignment with K-12 Content Standards.</p>	<p>1. Research design finalized and presented to the project Advisory Committee.</p> <p>2. Specific case study participants identified.</p> <p>3. Transcript analyses completed.</p> <p>4. Comparison of MSAT, SSAT, and 7-12 standardized test content with K-12 Content Standards completed.</p> <p>5. On-site IHE course content validity study questions designed.</p>	<ul style="list-style-type: none"> <li>CCTC: Director, Office of Policy and Programs</li> <li>CCTC: Consultants in the Examinations and Research Office</li> </ul>	Title II and Matching Funds	<p>1. 12/30/99</p> <p>2. 2/28/00</p> <p>3. 6/30/00</p> <p>4. 10/1/00</p> <p>5. 7/15/00</p>
2.2 Establish the effectiveness of completing subject matter requirements through a teacher preparation program instead of an undergraduate major or minor.	<p>A. Refine research design for qualitative study of sources of content knowledge acquisition by teacher candidates.</p> <p>B. Examine alignment of teacher preparation coursework and coursework for the academic major with K-12 Content Standards.</p> <p>C. Compare achievement of teacher candidates and non-teacher</p>	<p>1. Research design finalized and presented to the project Advisory Committee.</p> <p>2. Alignment review completed and documented.</p> <p>3. Statistical comparison of exam scores completed and documented.</p> <p>4. Draft conclusions prepared as a basis for year II on-site IHE case studies.</p>	<ul style="list-style-type: none"> <li>CCTC: Director, Office of Policy and Programs</li> <li>CCTC: Administrator of Program Evaluation and Research</li> </ul>	Title II	<p>1. 12/30/99</p> <p>2. 6/30/00</p> <p>3. 7/15/00</p> <p>4. 8/30/00</p>



	candidates on the MSAT and SSAT exams.				
--	--	--	--	--	--

Objective	Key Activities	Key Benchmarks	Primary Agency Responsibility	Funding Source	Timeline
3.1 Enhance current state efforts to reduce qualified teacher shortages by developing and piloting an intensive approach to assisting teachers of mathematics to qualify for a math credential authorization (preliminary credential or added authorization).	<p>A. Identify qualifying high needs LEAs in Empowerment Zones/Enterprise Communities that are also participating in the state's AB 496 mathematics training initiative.</p> <p>B. Qualifying LEAs identify math teachers for sabbatical release and arrange for replacement teachers.</p> <p>C. Identified math teachers enroll in IHE math classes at California State University and/or University of California campuses.</p> <p>D. Modify program as appropriate for year 2.</p>	<p>1. Eligible high-needs qualifying districts identified and notified.</p> <p>2. Lists of math teachers on sabbatical are maintained (15 teachers in year 1).</p> <p>3. Districts receive grade reports from IHEs for math teachers on sabbatical.</p> <p>4. Math teachers on sabbatical complete credential requirements for California preliminary or supplementary authorization in math.</p> <p>5. Math teachers provide evaluation feedback for program improvement.</p>	<ul style="list-style-type: none"> <li>LEAs (Los Angeles Unified and Coachella Valley Unified Personnel Director/Special Projects Administrators)</li> <li>CCTC: Consultant for State AB 496 grant programs</li> <li>CCTC: Project Director</li> </ul>	Title II  State AB 496 Matching funds	<p>1. 7/30/99</p> <p>2. 1/1/00</p> <p>3. 6/30/00</p> <p>4. 9/1/00</p> <p>5. 9/1/00</p>

### V. Budget for the First Grant Year (September 1999-August 2000)

The modified budget for the first grant year is provided on the following pages.

Budget reductions were based on programmatic needs rather than on across-the-board equal cuts for all project activities. Since these revisions are based on Year 1 programmatic needs only, the relative division of resources across activities will need to be reevaluated and reallocated during Years 2 and 3 as different phases of planned activities and priorities take place.

The changes from the original Title II budget are as follows, with the amount of cost reduction/increase in boldface type:

- Reduction from 3 Consultant-level positions to 2 Consultant-level positions: **\$68,000**
- Reduction in fringe benefits for one Consultant position: **\$21,300**
- Reduction in supplies budget: **\$2,800**
- Reduction in Intern/Pre-Intern funding based on availability of state funds: **\$819,300**
- Reduction in Mathematics teacher support: **\$225,000**
- Increase in support for subject matter preparation studies: **+\$100,000**
- Reduction in Indirect Cost based on reduced grant amount: **\$82,920**

**STATE OF CALIFORNIA, OFFICE OF THE GOVERNOR**  
**TITLE II STATE GRANT BUDGET NARRATIVE**  
**FIRST PROJECT YEAR, 1999-2000**  
Revised 8/4/99

**1. PERSONNEL**

2 Consultant-level positions to provide additional assistance in carrying out all of the project activities @\$68,000

136,000

1 Secretary full time @\$30,000

30,000

---

166,000

**2. FRINGE BENEFITS**

for the Consultant positions

42,600

for the Secretary

10,050

---

52,650

**3. TRAVEL**

Required travel 2 trips to Washington, DC

5,000

---

5,000

**4. EQUIPMENT--NOT APPLICABLE**

**5. SUPPLIES**

Office supplies, duplication, postage, telephone, etc.

7,200

---

7,200

**6. CONTRACTUAL**

Subcontract for development of the Teaching Performance Assessment

1,000,000

Subcontract for assistance with subject matter preparation policy studies

500,000

---

1,500,000

**7. CONSTRUCTION--NOT APPLICABLE**

**8. OTHER**

Blended Program grants

510,700

Evaluation of the Comprehensive Teacher Education Institute

100,000

1,285,700

**9. TOTAL DIRECT COSTS**

**3,016,550**

**10. INDIRECT COSTS @8%**

**241,316**

**11. TOTAL PROJECT COSTS**

**3,257,866**

**SUMMARY OF RFPS TO BE ISSUED AND INTERAGENCY AGREEMENTS TO BE INSTITUTED FOR THE TITLE II STATE GRANT**

**Goal # Purpose**

- 1 Conduct validity studies on CFASST Descriptions of Practice (DOP)
  - 1 Video production of classroom teaching sequences for CFASST and TPA training and support
  - 1 Plan and conduct Summer Training Institute for IHEs on CSTP and provide preliminary TPA information
  - 1 Evaluation of the CTEI program (CDE)
  - 1 Increase the number of Blended Programs
  - 2 Conduct policy studies regarding the effectiveness of completing subject matter requirements through a teacher preparation program instead of an undergraduate major or minor
  - 2 Conduct policy studies regarding the degree to which subject matter preparation pathways are aligned with CA's K-12 Content and Performance Standards, and the degree of equivalency among subject matter preparation pathways
  - 3 Provide release/sabbatical for 15 mathematics teachers for university coursework leading to certification
- Program mgt. Conduct Advisory Committee meetings and related program policy functions (Office of the Secretary for Education and CPEC)

| [Back to the Top](#) |

| [Back to October 1999](#)



[Agenda](#) |

| [Return to "Agenda Archives"](#) |

| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PREP-4

**Committee:** Preparation Standards

**Title:** Proposed Repeal or Amendment of Obsolete Title 5 Administrative Regulations, Sections 80096, 80097, 80280, 80071.4(o), 80256, and 80280

✓ Action

**Prepared by:** Larry Birch, Ed.D., Administrator  
Professional Services Division

---

## **Proposed Repeal or Amendment of Obsolete Title 5 Administrative Regulations, Sections 80096, 80097, 80280, 80071.4 (o), 80256, and 80280 Professional Services Division September 22, 1999**

<b>Executive Summary</b>
This item contains three sections of the California Code of Regulations, Title 5, that need to be repealed or amended because they are currently obsolete.
<b>Fiscal Impact Summary</b>
The Professional Services Division is responsible implementing the accreditation policies of the Committee on Accreditation and the California Commission on Teacher Credentialing. This includes the approval, repeal or amendment of sections of the California Code of Regulations, Title 5. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for the repeal or amendment of these regulations.
<b>Recommendation</b>

The staff recommends that the Commission approve the repeal or amendment of the attached sections of the California Code of Regulations, Title 5. A rulemaking file will be opened with the Office of Administrative Law and a public hearing scheduled as soon as possible following the 45-day period for public comment.

## Overview of this Report

This report provides background information about the repeal or amendment of obsolete sections of the California Code of Regulations, Title 5, that the Commission is requested to act upon. The report includes current Title 5 Regulations that should be repealed or amended along with a rationale for each proposed action. If the Commission acts upon the proposed deletions, staff will begin the rulemaking file for submission to the Office of Administrative Law and schedule a public hearing as soon as possible.

### **A. Article 4. Approval of Programs of Professional Preparation: Section 80096, Approval of Programs Leading to the Preliminary Administrative Services Credential, and Section 80097, Approval of Programs Leading to the Professional Services Credential With a Specialization in Administrative Services**

#### **Rationale for Repeal**

Sections 80096 and 80097 were adopted in the early 1980s and contain lengthy lists of subjects that were to be included in the Preliminary and Professional Administrative Credential programs. As a result of legislation in 1988, the Commission moved from the compliance orientation for candidate preparation to a system based on an evaluation of program quality. This shift rendered the regulations in these sections obsolete. Furthermore, subsequent legislation in 1993 established the Committee on Accreditation and required the Commission to adopt an *Accreditation Framework*. The *Framework* assigns the responsibility to grant initial accreditation to institutions seeking to offer administrator preparation programs to the Committee on Accreditation. Provisions of the *Framework* now supercede these obsolete regulations.

#### **Sections for Repeal**

##### **80096. Approval of Programs Leading to the Preliminary Administrative Services Credential.**

(a) The Commission shall approve an educational program intended to prepare candidates for the Preliminary Services Credential with a specialization in Administrative Services if an application filed by an accredited institution of Higher Education provides the following facts and/or information:

(1) That the Institution of Higher Education has a curriculum in educational administration which provides graduate-level instruction resulting in credits which are transferable to other accredited institutions of higher education. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.

(2) A complete description of its candidate evaluation procedures setting

forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in the following areas of educational administration:

(A) Educational Leadership, to include:

1. Concepts of leadership.
2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.
3. Inter- and intra-organizational decision-making processes and techniques.
4. Concepts and procedures related to total development of a school climate which promotes pupil learning.
5. Fundamentals of short-term and long-range planning.

(B) Improvement in the Educational Program, to include:

1. Major movements in American curriculum and instruction as basis for contemporary instructional patterns.
2. Principles of human growth, development and learning.
3. The appropriate roles of staff, parents, pupils and community in curriculum development.
4. Procedures for curriculum development and implementation.
5. Supervision and evaluation of curriculum and instruction, to include:
  - a. Curriculum, including racial, cultural and sex factors;
  - b. Teaching and other instructional processes;
  - c. Pupil achievement.
6. Appropriate use of resources: Human, fiscal and other, to effect optimum procedures of school instruction.
7. Implementation procedures for state- and federal-mandated special programs and procedures.
8. Concepts and techniques of staff development.
9. Concepts and procedures related to direct services to pupils.

(C) Management of Educational Personnel, to include:

1. General concepts and principles of personnel management.
2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.
3. Principles and processes for supervision and evaluation of certificated and classified staff.
4. Personnel relations, to include:
  - a. Fundamentals of collective bargaining.
  - b. Interpreting employment contracts.
  - c. Working with a variety of formal and informal employee groups.

(D) School-Community Relations, to include:

1. The roles of the school, parents and the general community in the educational process.
2. Identifying and working with community influence groups, including:
  - a. Relationships with ethnic, racial and other minority groups.
  - b. Relationships with those private sector organizations that affect the school program.
3. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.

(E) Legal and Financial Aspects of Public Education, to include:

1. The historical and current legal framework of American education and public schools.
2. Financing public schools in America, to include:
  - a. Historical and current sources and types of funding.
  - b. District-level and site-level funding and budgeting.
  - c. Financial implications of personnel contracts and other obligations.

(F) Educational Governance and Politics, to include:

1. Fundamental concepts of authority, power and influence.
2. The governing roles of federal, state and local agencies.
3. Functions of school boards and district administrations in governance and policy making.
4. The roles of professional organizations and unions.
5. The roles of emerging social groups and forces.

(G) School Management, to include:

1. Developing, implementing and evaluating goals, priorities, policies and practices.
2. The use of data collection procedures in school management.
3. Principles of management of office, plant and ancillary services.
4. Application of computers and other technology.
5. Communications: modes, policies, effects.
6. Procedures for pupil and staff conflict-resolution.
7. Procedures for stress-management.

(3) That each successful candidate will be required to have school-site experiences which meet the following conditions:

(A) Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education.

(B) A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than that of the candidate.

(C) Such duties and responsibilities shall be performed by the candidate in at least two school levels, i.e., elementary, junior high school or high school.

(4) Documentation of the specific scope, length and the successful completion of the field experience set forth in subsection (a)(3) for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution, shall conform to procedures developed by the preparing institution pursuant to subsection (a)(2), and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.

(b) Effective Dates:

(1) Effective July 1, 1982, all programs of specialized and professional preparation for the Services Credential with a specialization in Administrative Services approved by the Commission on or before June 30, 1982, shall be approved as meeting the requirements for the Preliminary Administrative Services Credential, and this approval shall be effective until June 30, 1985.

(2) Effective July 1, 1985, all approved programs of specialized and professional preparation for the Preliminary Services Credential with a specialization in Administrative Services shall meet the provisions of subsection (a) of this section.

#### **80097. Approval of Programs Leading to the Professional Services Credential With a Specialization in Administrative Services**

(a) The short title of this credential shall be "Professional Administrative Services Credential," as referenced in Education Code Section 44270.1.

(b) The Commission shall approve an educational program intended to prepare candidates for the Professional Administrative Services Credential

if an application filed by an accredited institution of higher education provides the following facts and/or information:

- (1) That the institution of higher education has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department and has a curriculum in educational administration which provides graduate-level instruction. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.
- (2) That a procedure has been developed which provides means for each candidate to designate and complete a course of study based on areas of educational administration contained in subsection (c) of this section which gives emphasis to the specific preparation needs and career objectives of the candidate.
- (3) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in an individualized plan for each candidate in the areas of educational administration provided in subsection (c) of this section.

(c) Programs approved by the Commission pursuant to this section shall provide opportunities for each candidate to demonstrate knowledge and skills that are on a higher level of difficulty or are different than the requirements for the demonstration of knowledge and skill to complete an approved Preliminary Administrative Services program. The demonstration of knowledge and skills shall be required in the following eight areas of educational administration, provided that equal emphasis need not be required for each of the eight areas within each candidate's individual plan of course work and field experience:

- (1) Organizational Theory, Planning and Application, to include:
  - (A) The theory and functions of human organizations as independent and dependent social entities within American society.
  - (B) Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations.
- (2) Instructional Leadership to include:
  - (A) Management strategies designed to achieve goals and objectives.
  - (B) Human relations and the dynamics of groups.
  - (C) Learning and instructional research and theory.
  - (D) Educational trends and issues.
  - (E) Current and emerging needs of society for the improvement of school curriculum and practices.
  - (F) Strategies to meet diverse pupil needs.
  - (G) Computer technology applied to instructional practices.
- (3) Evaluation, to include:
  - (A) Conditions that result in low- or high-level pupil learning outcomes.
  - (B) Evaluation of program and/or curriculum effectiveness.
  - (C) Evaluation of teaching effectiveness.
  - (D) Evaluation of performance.
  - (E) Evaluation of pupil achievement.
  - (F) Effective means to compare classroom, school and school district instructional goals to outcomes.
  - (G) Evaluating the role and effectiveness of specially-funded educational programs.
- (4) Professional and Staff Development, to include:



- (A) Collective planning with other administrators and participants for instructional strategies for adult learners.
- (B) The application of knowledge of the functioning of organizations to adult learning and performance.
- (C) Means to integrate organizational goals with specific programs of adult learning.
- (D) Sources of funding to carry out staff development activities.
- (5) School Law and Political Relationships, to include:
  - (A) The legal framework of national, state and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.
  - (B) Political jurisdictions and bodies that make and/or affect state and local educational policy.
  - (C) The application of established legal principles to policies and practices at the local school and district level.
  - (D) Political forces that directly or indirectly have effect upon school practices.
  - (E) Sociological forces that directly or indirectly have effect upon school practices.
  - (F) Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.
- (6) Fiscal Management, to include:
  - (A) School district-level funding and budgeting.
  - (B) Financial effects of personnel and other contractual obligations.
  - (C) Current problems affecting school financing on state and local levels.
  - (D) The organization and functioning of school district business services departments.
- (7) Management of Human and Material Resources, to include:
  - (A) Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources.
  - (B) Developing and implementing effective personnel policies.
  - (C) Short- and long-term planning procedures for filling staffing needs.
  - (D) Short- and long-range planning procedures for filling needs for building, equipment and supplies.
- (8) Cultural and Socio-Economic Diversity, to include:
  - (A) The general ethnic, racial and religious composition of the state and the specific composition of the local community.
  - (B) Concepts of cultural values and language diversity.
  - (C) Programs and procedures for meeting the instructional needs of limited-English-proficient pupils.
  - (D) Principles and procedures for involving all parents and other family-members in school activities and in reaching educational objectives.
- (d) In addition to the provisions of subsections (b) and (c) of this section, all of the following are requirements for Commission-approval of a program:
  - (1) Procedures shall be established by which an individualized preparation program plan shall be collaboratively developed for each candidate by the preparing institution in consultation with designees of an employing school district and the candidate. In cases in which it is not feasible to involve an employing school district, consultation with a designated person in a county office of education may be substituted. The individualized preparation program plan shall be filed with the preparing institution and may be revised from time to time upon agreement by the candidate, the preparing institution, and the employing school district or appropriate county office of education.
  - (2) A minimum of 1/2 of each candidate's program plan shall consist of

direct instruction by the preparing institution of higher education, with the specific content to be identified within the candidate's individualized preparation program plan.

(3) A minimum of 1/3 of each candidate's program plan shall provide opportunities and academic credit for planned field experiences which are directly related to the eight competency domains cited in subsection (c) of this section. The scope and content of these field experiences shall be determined collaboratively by officials of the employing school district, or appropriate county office of education, and shall be identified within the candidate's individualized preparation program plan.

(4) The remaining 1/6 of the unit credit for each candidate's individualized preparation program, developed pursuant to subsection (1) of this subsection, may consist of electives, directly related to the areas of educational administration specified in subsection (c) of this section, selected from one or more of the following:

(A) Direct instruction elements provided by the approved preparing institution which are in addition to elements described pursuant to subsection (2) of this subsection.

(B) Field experience elements within the approved program which are in addition to academic credit given pursuant to subsection (3) of this subsection.

(C) Knowledge and related skills presented by agencies approved jointly by the candidate's employing school district and the institution of higher education approved for this program and which shall be related to the eight areas provided in subsection (c) of this section.

(5) Successful completion of each candidate's individualized preparation program plan shall be certified by officials of the preparing institution of higher education after written consultation with the employing school district, or an official of the appropriate county office of education, and the candidate.

(6) Each approved program shall contain a description of candidate appeal procedures which shall be made known in writing to candidates, by the program coordinator or designee upon each candidate's admission to the program.

(7) A preparing institution approved by the Commission shall certify to the Commission that the candidate has satisfied all other legal requirements for the Professional Administrative Services Credential, as specified in Education Code Section 44270.1, in order for the candidate to become eligible for issuance of the credential.

(e) Candidates initially enrolled between July 1, 1982 and June 30, 1984 in administrative services preparation programs approved by the Commission prior to July 1, 1982, shall be allowed a maximum of six semester units, or their equivalent, of credit toward fulfilling the program requirements for the Professional Administrative Services Credential, provided that such credit is agreed to by the preparing institution, the employing school district and the candidate, and further provided that such credit, if granted, shall be only for credit earned in excess of Commission requirements for the Preliminary Administrative Services Credential.

(f) The processing time for all program approval documents submitted to the Commission as applications for initial approval of programs of professional preparation for the Professional Administrative Services Credential shall meet all of the following criteria:

(1) The Commission on Teacher Credentialing shall reach an approval decision for a program approval document and notify the applicant institution/agency in writing of such decision within 75 working days of

receipt of the program application. An applicant institution/agency shall be notified in writing within 45 working days whether the program approval document is complete or incomplete. Incomplete applications shall be returned to the applicant institutions/agencies within 45 working days of the receipt of the application and shall be accompanied by a written specification of what needs to be done in order to complete the application for resubmission to the Commission. The processing time of 75 working days in these cases shall commence upon receipt of the resubmitted program approval document;

(2) An application is determined complete when all materials needed for processing and all facts required by statutory and administrative law are included.

(g) The appeal process for the implementation of this section shall be as follows:

An applicant institution/agency which has submitted a complete program approval document and has not received notification of institutional program approval status within 75 working days may appeal directly in writing to the Executive Secretary of the Commission. In all cases, the applicant shall be informed in writing of the decision of the Executive Secretary within 30 working days of the receipt of the appeal.

## **B. 80071.4 (o) Basic Skills Examination.**

### **Rationale for Amendment**

Education Code Section 44252 (e) requires the Commission to collect data on CBEST passing rates "by persons who have been trained in various institutions of higher education." In the early years of the CBEST administration the Commission issued reports of passage rates by institutions with approved teacher credential programs. Such reports led other policy makers and the general public to conclude that certain institutions with lower pass rates had credential programs that were inferior to institution with higher pass rates. Such comparisons were unfair in that preparation for the CBEST exam rests with basic skills knowledge gained in K-12 education and reinforced in undergraduate degree courses, not professional programs. The law did not require such reports, consequently, the Commission ceased producing them.

The proposed deletion of the language in subsection (o) of Title 5 Section 80071.4 identified below by strike through, will eliminate an outdated and inappropriate provision of Commission regulations. The Commission will continue to collect data on pass rates by institution and make the information available to the public through reports to the Commission as required by the law, however, the institutional data will be related to the undergraduate degree, not the professional program.

### **Section for Amendment**

#### **80071.4 (o) Basic Skills Examination.**

(o) The Commission will issue annually a report on the passing rates of various groups on the CBEST, including passing rates by institution attended for preparation for credentials.

## **C. Chapter 2.5. Approved Programs, Article 1, Professional Preparation Programs, Section 80256, Definitions Article 2 Off-Campus Programs, 80280, Approval Requirements: Off-Campus**

## Programs

### Rationale for Repeal

Title 5 Sections 80256 and 80280 were developed in the early 1980s at a time when several approved universities and colleges were expanding their credential programs to sites away from the main campus. In some cases these locations were several hundred miles away from the parent institution. The Commission became increasingly concerned about the ability of the institutions to maintain program quality in multiple locations. These regulations were an attempt to deal with such situations. Ultimately, however, the regulations proved to be unwieldy, overly bureaucratic and were not enforced. Further, under the *Accreditation Framework*, the Committee on Accreditation assumed the responsibility to grant initial accreditation to programs and to conduct continuing accreditation visits. Provisions of the *Framework* do not require separate accreditation decisions for off-campus locations. The rigorous accreditation reviews encompass all sites at which credential preparation is offered. The *Framework* requires a single accreditation decision for the institution and all of its programs. Thus these regulations are unnecessary.

---

### Sections for Repeal

#### Chapter 2.5. Approved Programs Article 1. Professional Preparation Programs

#### 80256. Definitions

As used herein, the following definitions shall apply to teacher preparation programs submitted to the Commission on Teacher Credentialing for review and approval:

(a) the term "on campus" means those programs, approved by the Commission on Teacher Credentialing, to be offered through an accredited institution's school or department of education, or its equivalent, and which are based within the physical boundaries of the institution's main campus. This definition does not pertain to student teaching and/or field work components of regular approved programs.

(b) The term "regular approval" means that approval granted to on-campus programs, offered through the school or department of education, at an institution of higher education.

(c) The term "off-campus" is defined to mean those approved programs offered through continuation education and/or extension divisions, or their equivalent, and/or those approved programs offered at sites external to the physical boundaries of the institution's main campus.

(d) The term "initial program" refers to those programs, offered by any recognized entity of an accredited institution of higher education, submitted for the first time for approval by the Commission on Teacher Credentialing, to be offered as an "off-campus" program.

(e) The term "Initial Approval" refers to the type of approval granted to initial programs.

(f) The term "replication program" is defined to mean those programs offered "off-campus", at sites different from those for which initial or regular approval has been granted.

(g) The term "Replication Approval" is defined to mean that approval granted replication programs.

## **Article 2. Off-Campus Programs**

### **80280. Approval Requirements: Off-Campus Programs**

(a) Teacher preparation programs, at accredited institutions of higher education, to be offered off-campus may be approved by the Commission on Teacher Credentialing only if such requests for approval are signed by the Chief Administrative Officer (or official designee), or, in the case of the California University Consortium, by the Director thereof. With the exception of the California Consortium, the application for approval shall attest that the institution's Dean or Director of Education was consulted as to the appropriateness of the proposed program.

(b) All institutional requests for initial approval of off-campus programs shall be submitted to the Commission for approval at least one semester, or quarter, prior to the semester or quarter in which the program is to be offered.

(c) All institutional requests for approval of replication programs shall be submitted to the Commission at least 60 days prior to the projected start-up date of the program.

(d) Institutions applying for initial or replication approval shall state the following in order to be approved by the Commission.

(1) The desired start-up date and specification of the geographic location of the proposed program.

(2) The anticipated duration of the program.

(3) The institutional entity offering the proposed program.

(4) That the proposed initial or replication program meets existing Commission on Teacher Credentialing standards for regular approved programs.

(5) That credit shall be granted on the basis that one semester unit, or equivalent quarter units, represents a minimum of 12 and 1/2 - 15 hours of direct student contact, plus a minimum of 30 hours of out-of-class preparation.

(6) That administrators and faculty from the institutional entity submitting the program for approval, with expertise in relevant academic fields, have participated in the planning and approval of the program, including the selection of instructors. Further, that such institutional administrators and faculty shall participate in the on-going evaluation of the program.

(7) That the competence and credentials of instructors in said programs are

equal to those instructing in the regular credential programs of the institution.

(8) That the programs will be housed in facilities in keeping with the programmatic needs of the programs, and that the programs will have adequate and appropriate instructional and reference materials as well as equipment.

(9) That the institution shall have the responsibility for controlling and assuring the quality of the program through the utilization of a Local Quality Control Advisory Committee (to be specified henceforth as LQCAC) constituted under the direction of the institution. The institution is to assure that this LQCAC has participated in the initial review and approval of the program's objectives, faculty, facilities, instructional and reference materials, and equipment. Such assurance is to include a statement attested to by the LQCAC that these are considered appropriate to the needs of the target population and/or geographic location to be served.

(10) That the LQCAC established by the institution, must consist of one each of the following: Instructors from the institution; public school administrators; practitioners in the program's credential area; candidates (potential or participating) in the program, and non-educators. Each LQCAC is to include representation of the ethnic minority community served.

(11) That the institution's LQCAC, in addition to participating in the initial review and approval of the program, shall participate (a) in the on-going review and evaluation of the program, and (b) in the development and evaluation of the review and analysis of follow-up surveys/interviews of the candidates'/graduates' employers regarding performance. This on-going involvement is to include, where possible, participation of the non-educator member of the Committee.

(12) That once candidates are admitted to the programs, the programs shall be continued to allow the candidates to complete the programs in accordance with the assurances which shall be provided as a written agreement, to be entered into between the institution and the candidates. This agreement is to clearly specify institutional requirements for attendance and enrollment to be met by the candidates in the specific programs.

(13) That all candidates for admission to either initial or replication programs shall meet the normal admission requirements, or their equivalent, of the institutional entity proposing the program.

(14) The Chief Administrative Officer (or designee) shall certify that there is no agreement between the institution with any unaccredited agencies or individuals (who operate as contractors to market educational programs), to market the program for which approval is being sought.

(e) Replication programs are to be developed under direction of the institution, utilizing recommendations from LQCACs. These LQCACs are to participate in the institutional review of the specific program objectives approved for the initial and/or regular on-campus program, where such a program has Commission approval at the institution. This program development is to include the institution's LQCAC's recommendations as to

the suitability of the initial and/or regular program's objectives to the specific needs of the Replication Program's target population, and to the specific requirements of the geographic location to be served.

(f) Where the institutional review determines that existing objectives, approved by the institution for either on-campus or initial programs, are acceptable, the institution's approved documentation for the credential area shall be reproduced with the institution's assurance to the Commission that "no change" has been made in the objectives.

(g) Where the institutional review determines that any or all, in whole or in part, of existing approved objectives require modification, the previously approved objective(s) shall be presented with "strike out" provided to indicate the area(s) of change, with the revised objective(s) being presented to the Commission as a separate statement for approval.

(h) Where the program is an initial off-campus program, not attempting to replicate an existing program, the objectives shall address the competencies for the credential area as established by the Commission, and the institution's program document shall provide the program's objectives for each such competency, along with the statement from the institution's LQCAC that these objectives are appropriate to the needs of the target population and/or of the geographic area to be served.

(i) LQCACs need not be formed for each program of replication, providing the institution (LQCAC) for the initial program attests that the program's objectives and procedures are appropriate to the target population and/or geographic location to be served by the replication program. Where the program being replicated is a regular program not having a LQCAC, such a committee shall be established by the institution for the replication program.

(j) All programs of replication shall provide for the participation of a candidate (potential or participating) in the program on the LQCAC. Where such a committee is not developed specific to the replication program, such a candidate shall augment the institution's LQCAC recommending approval of the program.

(k) The institution shall submit a yearly report for review by the Commission on Teacher Credentialing, based upon its own evaluation of the program. This institutional report is to include the recommendations of the institution's LQCAC, with a description of the institution's response to such recommendations. The report is to be in response to a form provided by the Commission.

(l) Where the Commission on Teacher Credentialing determines that an institution has replicated an approved credential program, without obtaining Commission on Teacher Credentialing approval for such replication, the initial or regular program being replicated shall be subject to immediate on-site evaluation by the Commission.

(m) Institutions of Higher Education, recommending candidates for credentials, shall specify to the Commission on Teacher Credentialing whether the preparation was through a regular on-campus program or through an off-campus program, as defined in Section 80150.1. Where the preparation is through an off-campus program, the application shall identify

the entity which offered the program, and the geographic location of the program.

(n) All off-campus programs approved by the Commission to operate after July 1, 1984 shall meet the requirements set forth in this section.

---



| [Back to the Top](#) |  
| [Back to October 1999](#)  
[Agenda](#) |  
| [Return to "Agenda](#)  
[Archives"](#) |  
| [Return to "About CTC"](#) |







# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** DPP-1

**Committee:** Professional Practices

**Title:** Recommendations for Use of Probation by the Division of Professional Practices

✓ Action

**Prepared by:** Mary C. Armstrong, Director, and Barbara J. Moore,  
Coordinator/Staff Counsel  
Division of Professional Practices

---

## REPORT ON THE CURRENT USE OF PROBATION IN DISCIPLINARY ACTIONS ON CREDENTIAL HOLDERS AND RECOMMENDATIONS FOR FUTURE USE OF PROBATION

Division of Professional Practices  
September 21, 1999

### Executive Summary

In accordance with Goal One of the Commission's Strategic Plan, "Promote Educational Excellence in California Schools", the Division of Professional Practices (DPP) has reviewed the current use of probation in teacher discipline for your information. For discussion and action by the Commission, recommendations have been proposed regarding the continued use of probation as both a disciplinary and rehabilitation tool.

### Fiscal Impact Analysis

The Division of Professional Practices is responsible for reviewing all credential discipline matters for both holders and applicants. The increased cost of monitoring the growing number of probation cases is reflected in the 2000-2001 Budget Change Proposal (BCP #7) which requests the addition of one staff counsel position and one associate governmental program analyst position.

### Recommendations

That the Commission approve the recommendations found in this report to

direct the Division of Professional Practices to develop a statutory and regulatory scheme to implement and monitor a growing probation caseload.

---

The use of probation within the Division of Professional Practices has increased substantially since its inception in 1996. In July 1997, the probation caseload involved approximately 35 cases. Probation has been used more frequently in the past year by Administrative Law Judges in proposed decisions and by the Office of the Attorney General in consent determinations. In July 1999, the probation monitoring caseload involved 75 cases, over a 100% increase since probation was initially utilized in 1996-97.

## **BACKGROUND**

Probation is utilized as an alternative by Administrative Law Judges in proposed decisions when, in the opinion of the ALJ, the level of discipline recommended by the Committee of Credentials (COC) is not supported by the facts of the case. In such cases, probation allows the Commission to maintain jurisdiction over a teacher who has been involved in misconduct but has demonstrated that rehabilitation should be offered. The result is an opportunity for the teacher to remain in the classroom while at the same time maintaining a degree of protection for the children in the classroom. Probation is generally used in the scenario of a revocation or suspension which is stayed with a term of years of probation imposed.

Probation is also utilized in consent determinations and commission settlements where the Office of the Attorney General (OAG) has recommended a negotiated settlement in the case as a result of evidentiary problems or upon the recommendation of an ALJ during settlement discussions. In some cases, after a case is sent to the OAG, further facts are developed through investigation that indicate that there are evidentiary or factual problems with the Committee of Credential's recommended adverse action. In other cases during the twelve to eighteen months it takes a case to be scheduled for Administrative hearing, the teacher will do rehabilitative work in an attempt to avoid a recommendation of adverse action from the ALJ. When a teacher has demonstrated a willingness to rehabilitate his or herself, the ALJ will often take into consideration such conduct even though it occurs after the COC's recommended adverse action.

Consent Determinations and Proposed Decisions of an ALJ are approved or adopted by the Commission on Teacher Credentialing in closed session. If there are terms of probation, the case is then handled by the probation monitor. Currently, the Division of Professional Practices has one probation monitor.

The monitor opens the file and prepares the paperwork for review by a staff counsel. The probationer is contacted by mail and then meets, in person, with the probation monitor in the Commission offices at DPP. The monitor reviews the conditions of probation with the probationer and explains the requirements and time lines.

There can be many different conditions of probation depending on the facts involved in the case. If the terms of probation provide for counseling, the

probation monitor verifies the qualifications of therapists, doctors, and/or psychologists who will provide progress reports to the Commission during the probationary period. The monitor either approves or disapproves the probationer's choice. If drug or alcohol testing is required, the monitor approves the laboratory facility, orders the probationer to undergo body fluid testing and reviews the laboratory results. Often, after the probationer has attended counseling/therapy for a period of time, the therapist will recommend that the frequency of therapy sessions decrease. The probation monitor reviews this recommendation and submits the matter to staff counsel for further review and evaluation. The staff's recommendation is then submitted to the COC for approval.

Frequently, the terms of probation require that the probationer report on a scheduled basis to the Commission. The probation monitor maintains frequent contact with each probationer. This contact takes the form of phone calls and correspondence and, in some instances, meetings at the Commission offices. All correspondence received in a probation matter is reviewed by staff counsel. The probation monitor reviews all documents submitted by the probationer, either monthly or quarterly. This documentation includes but is not limited to, individual and group therapy attendance, Alcoholics Anonymous/Narcotics Anonymous meeting attendance, and class syllabi and transcripts. In cases where the terms of probation require a class to correct past behavior (such as diversity training, anger management or sexual harassment training), the probation monitor assists in locating appropriate classes and course work for the probationer to fulfill probation conditions. The monitor may also approve, with the advice of staff counsel, a course of study proposed by the probationer.

During the term of probation, the probation monitor may receive reports from service providers, such as therapists, drug laboratories, employer supervisors, or university registrars, that the probationer has not met one or more of the conditions of probation. Upon receipt of said information, the probation monitor contacts the probationer to determine if there is a reasonable explanation for the alleged violation. After confirming in writing, that the alleged violation is accurate, the probation monitor confers with staff counsel regarding what course of action to take.

At this juncture, the probation monitor prepares a petition for violation of probation for the COC's review and recommendation. When the COC finds grounds to prove the violation of probation, one of two scenarios occurs, depending on the terms of probation. In the first instance, the teacher has appeal rights and may appeal the matter to an Administrative Hearing. In other probation cases, the violation of probation occurs upon the COC's review and recommendation. The Commission adopts all recommendations of the COC by way of the Consent Calendar and reviews and adopts proposed decisions of the ALJ in closed session.

Since the inception of probation in teacher discipline, thirteen probationers have successfully complied with the terms and conditions of probation. Probation in these thirteen matters has been terminated and the probationer's credential has been restored. There have been only three cases where a probationer has violated probation and the stayed adverse action has been implemented.

The 75 cases currently in the probation caseload generally fall into four

categories of misconduct. These categories are sexual misconduct (touching a child in a sexual manner, sexual/obscene talk in the classroom, and sexual harassment, non-criminal); drug abuse (non-mandatory drug convictions and non-criminal conduct that has affected school employment); alcohol abuse (criminal alcohol convictions and non-criminal conduct that has affected school employment); and child abuse (mental/emotional/physical abuse of children that results in a criminal conviction or non-criminal misconduct that has affected school employment). These four categories account for 61% of the probation caseload.

There are generally two interests involved in the use of probation: discipline and rehabilitation. Discipline is achieved and the public is protected through the use of adverse actions on teaching credentials. Rehabilitation provides the probationer an opportunity to "cure" his/her misconduct in the classroom. Rehabilitation also provides the Commission and the public an opportunity to keep an otherwise good teacher in the classroom while monitoring the probationer's conduct.

The impact of utilizing probation and increasing a probation caseload falls into two readily identifiable areas: 1) increased fiscal costs and 2) increased risk of litigation.

With regard to increased fiscal cost in supporting the use of probation, it is important to note that probationers incur the cost of therapy, required coursework, laboratory fees, medical examinations, etc. The increased cost for the Commission comes from the need for more staff to adequately monitor the probationers. Staff needs include additional Associate Governmental Program Analysts to monitor up to 40 cases per caseload and a Staff Counsel to review, consult and direct the Analysts in the legal issues involved in monitoring the terms and conditions of probation.

There are comparable probation programs found in the criminal justice system where the probationer pays a monthly fee to reimburse the cost of probation supervision. Although the Commission could propose legislation providing for payment of a monthly fee for the cost of probation to offset the increased staffing costs, we do not recommend such a plan at this time.

The use of probation does expose the Commission to a new area of potential liability and litigation. This risk arises when the Commission finds a violation of probation exists and imposes the stayed adverse action. The probationer could appeal the matter to the Superior Court for further review. Potential liability could also exist should the probationer commit further misconduct in the classroom harming a child or the educational environment. Exposure to liability could be limited by appropriate legislation limiting the Commission's liability under such circumstances.

A regulatory scheme clearly delineating the probation process would provide authority, standards and consistency, while ensuring fairness for the disciplined teacher and reasonable protection for the public. Overall, as is evidenced in the previously stated statistics, the use of probation has been encouraging to date with thirteen cases successfully completed and only three cases terminated for non-compliance. With regulations to support the procedural process and the actual probation monitoring, the Commission can provide a focused and effective probation program.

Although there is always potential liability, an appropriate regulatory scheme will help to limit liability.

Whether or not the Commission continues its use of probation in consent determinations, probation monitoring will continue to be part of the work of DPP as a result of the Administrative Law Judges continued inclusion of probation in proposed decisions. Administrative Law Judges have broad discretion in preparation of proposed decisions and have demonstrated that they find that the rehabilitative benefits of probation provide an avenue to keep the teacher in the classroom and still provide punishment for misconduct. The development and implementation of regulations covering probation monitoring would provide procedural and substantive direction to the Administrative Law Judges in the imposition of probation in the proposed decisions.

## **RECOMMENDATIONS TO COMMISSION**

1. Increase staff positions to handle the increased caseload.

Currently one probation monitor handles 75 cases. This number has proved to be overwhelming. The quality of monitoring is compromised and priority matters are handled first while other matters are reviewed as time permits. A full probation caseload should consist of 40 cases. Such a caseload would allow the probation monitor to supervise and evaluate all issues that exist or arise in each case and ensure that a thorough and competent review of each case would be completed.

The probation caseload also involves the work of staff counsel. Staff counsel is involved in the review and drafting of documents and presentation to the COC. As the probation caseload has increased, the responsibilities and time commitment of the staff counsel have increased. The increased discipline caseload and general counsel duties, combined with the growing probation caseload, require additional staff counsel positions.

2. Develop appropriate statutes and regulations as necessary to support the probation process.

Determining the need for any statutory changes and utilizing the regulatory process will give more direction and focus to the process that is involved with imposition of probation. Statutory and regulatory measures will provide a framework for due process for the teacher as well as the Commission and will forestall potential litigation.

3. Develop legislation to authorize the COC to recommend probation in certain cases.

Currently, the COC is authorized to recommend a private admonition, public reproof, suspension or revocation as an adverse action. (Education Code section 44421) For reasons stated below, we recommend that the Commission propose legislation which would allow the COC the flexibility to recommend probation in appropriate cases. Frequently, the COC finds itself in the position where a suspension for a determined period of time is not thought to be a sufficient adverse action and revocation is not supported by the facts.

In these situations, the COC has indicated that it would like to recommend imposition of a suspension with a period of probation with specific conditions. This provides the teacher with an opportunity for rehabilitation and growth with an anticipated end result of better quality teachers. It also provides the Commission with an "extended reach" over the teacher. This "extended reach" through probation allows the Commission to monitor the teacher and institute strategies for individual improvement while, at the same time protecting the students in the classroom.

When a teacher is on probation, the employer is aware of the probation and the particular conditions the teacher must meet. Often, the employer is required to participate in the observation and monitoring of the teacher in the school environment. This collaborative effort often results in a teacher who becomes an asset to the students, faculty, and community. The COC is the body most familiar with the facts under review when considering the adverse action and is well suited to determine whether probation should be recommended.

## CONCLUSION

Probation is an effective tool in the area of teacher discipline. It is currently used in many other regulated professions, e.g. nursing, pharmacy, medical, real estate, and law. Expanding the use of probation will not "water down" the effectiveness of the teacher discipline process.

In order to allow the COC to utilize probation as an alternative, legislation would be necessary to amend the current statutes imposing discipline. With proper development of legislative and regulatory safeguards and adequate staff to monitor the program, probation is a valuable tool in teacher discipline and will enable the Commission to maintain its first strategic goal: Promote education excellence in California schools.

The use of probation within the Division of Professional Practices has increased substantially since its inception in 1996. In July 1997, the probation caseload involved approximately 35 cases. Probation has been used more frequently in the past year by Administrative Law Judges in proposed decisions and by the Office of the Attorney General in consent determinations. In July 1999, the probation monitoring caseload involved 75 cases, over a 100% increase since probation was initially utilized in 1996-97.

---

| [Back to the Top](#) |

| [Back to October 1999](#)

[Agenda](#) |

| [Return to "Agenda  
Archives"](#) |

| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PERF-1

**Committee:** Performance Standards

**Title:** A Proposal to Establish Advisory Panels for Subject Matter Examination Validity Studies and Program Standards Review

✓ Action

**Prepared by:** Bob Carlson, Ph.D., Administrator, and Linda Hooper, Ph.D., Assistant Consultant  
Professional Services Division

---

## Summary of an Agenda Report

### A Proposal to Establish Advisory Panels for Subject Matter Examination Validity Studies and Program Standards Reviews

Professional Services Division  
September 21, 1999

#### Overview of this Report

In July 1999, the Commission adopted a four-year schedule for validity studies of all of the credential examinations currently used by the Commission. In this report, staff proposes that the Commission establish advisory panels of California teachers and teacher educators to advise the Commission on the validity studies, the exam specifications, and the related program standards. Each advisory panel would serve as expert advisors for the examination validity studies, leading to revised exam specifications and exams, and revisions to the program standards. This report details a plan for the establishment of the advisory panels.

#### Relationship to the Commission's Strategic Goals and Objectives

*Goal One:* To promote educational excellence in California schools.

*Objective One:* Develop candidate and program standards.

*Objective Two:* Develop and administer teacher assessments.

### **Policy Issue to be Resolved by the Commission**

Should the Commission establish advisory panels to develop for the Commission's consideration and adoption subject matter examination specifications and program standards that are based on job analyses and validity studies?

### **Fiscal Impact Statement**

The costs for the proposed advisory panels can be funded from (a) the Commission's Test Development and Administration Account (408) reserve, pending approval of spending authority currently being sought via legislation and a Budget Change Proposal (BCP), and (b) the base budget of the Professional Services Division pursuant to a previously approved BCP.

### **Recommendation**

That the Commission authorize the Executive Director to establish the advisory panels listed on pages 6-7 of this report.

## **Background**

In July 1999, the Commission adopted the schedule for examination validity studies shown in the table on the next page. The four-year schedule includes validity studies of all the credential examinations currently used by the Commission. For each of the four years the schedule shows the examinations that would be reviewed. The top row of the schedule shows the high-volume exams for which the Commission would contract validity reviews. Contractors would be secured through the standard state competitive bidding process. The bottom row shows the low-volume exams for which Commission staff would conduct validity studies. The validity studies would be initiated in the year shown, but may not be completed in the same year.

As described in more detail in the July 1999 report, the major elements of the validity study of each credentialing examination used by the Commission are as follows:

- (1) Job Analysis
- (2) Review and Potential Revision of the Current Test Specifications
- (3) Validity Study of the Test Specifications
- (4) Finalization and Adoption of the Test Specifications
- (5) Review of Test Questions in Relation to Test Specifications
- (6) Standard Setting Study

### **Adopted Schedule for Examination Validity Studies**



1999-2000	2000-2001	2001-2002	2002-2003
Conducted by Contractor	Conducted by Contractor	Conducted by Contractor	Conducted by Contractor
<p><b>MSAT</b></p> <ul style="list-style-type: none"> <li>Content Knowledge Examination</li> <li>Content Area Exercises</li> </ul> <p><b>CBEST</b></p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Mathematics</li> </ul>	<p><b>Praxis and SSAT Exams in English, the Sciences, and Social Science</b></p> <ul style="list-style-type: none"> <li>SSAT Literature and English Language</li> <li>Praxis English Language, Literature and Composition: Essays</li> <li>SSAT Biology</li> <li>Praxis Biology: Content Essays</li> <li>SSAT Chemistry</li> <li>Praxis Chemistry: Content Essays</li> <li>SSAT Geoscience</li> <li>SSAT Physics Examination</li> <li>Praxis Physics: Content Essays</li> <li>SSAT General Science</li> <li>Praxis General Science: Content Essays</li> <li>SSAT Social Science</li> <li>Praxis Social Studies: Analytical Essays</li> <li>Praxis Social Studies: Interpretation of Materials</li> </ul>	<p><b>CLAD/BCLAD Examinations</b></p> <ul style="list-style-type: none"> <li>Test 1: Language Structure and Language Development</li> <li>Test 2: Methodology of Bilingual, English Language Development, and Content Instruction</li> <li>Test 3: Culture and Cultural Diversity</li> <li>Test 4: Methodology for Primary-Language Instruction</li> <li>Test 5: Culture of Emphasis (Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, Vietnamese)</li> <li>Test 6: Language of Emphasis (Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, Vietnamese)</li> </ul> <p>Listening Speaking Reading Writing</p>	<p><b>RICA</b></p> <ul style="list-style-type: none"> <li>Written Examination</li> <li>Video Performance Assessment</li> </ul>
Conducted by CCTC Staff	Conducted by CCTC Staff	Conducted by CCTC Staff	Conducted by CCTC Staff
<p><b>Praxis and SSAT Exams in Mathematics and Physical Education</b></p> <ul style="list-style-type: none"> <li>SSAT Mathematics</li> <li>Praxis Mathematics: Proofs, Models, and Problems, Part 1 and Part 2</li> <li>SSAT Physical Education</li> <li>Praxis Physical Education: Movement Forms&amp;endash;Analysis and Design</li> <li>Praxis Physical Education: Movement Forms&amp;endash;Video Evaluation</li> </ul>	<p><b>Praxis and SSAT Exams in Art and Music</b></p> <ul style="list-style-type: none"> <li>SSAT Art</li> <li>Praxis Art: Content, Traditions, Criticisms, and Aesthetics</li> <li>Praxis Art Making</li> <li>SSAT Music</li> <li>Praxis Music: Analysis</li> <li>Praxis Music: Concepts and Proce</li> </ul>	<p><b>Praxis and SSAT Exams in Languages Other Than English</b></p> <ul style="list-style-type: none"> <li>SSAT French</li> <li>Praxis French: Linguistic, Literary and Cultural Analysis</li> <li>Praxis French: Productive Language</li> <li>SSAT Spanish</li> <li>Praxis Spanish: Linguistic, Literary and Cultural Analysis</li> <li>Praxis Spanish: Productive Language</li> <li>SSAT German</li> <li>SSAT Japanese</li> <li>SSAT Korean</li> <li>SSAT Mandarin</li> <li>SSAT Punjabi</li> <li>SSAT Russian</li> <li>SSAT Vietnamese</li> </ul>	<p><b>SSAT Exams in Vocational Education Subjects</b></p> <ul style="list-style-type: none"> <li>Agriculture</li> <li>Business</li> <li>Health Science</li> <li>Home Economics</li> <li>Industrial and Technology Education</li> </ul>

Teacher candidates in California have two options available for satisfying the subject matter competence requirement. They can either complete a Commission-approved subject matter preparation

program or they can pass the Commission-adopted subject matter examinations. These two ways of demonstrating subject matter competence should be as aligned and congruent as possible. In the early 1990s, the Commission developed and adopted (a) standards for the subject matter preparation programs and, at the same time, (b) specifications for the examinations. This work was done with the advice of subject matter advisory panels, and resulted in program standards and exam specifications that were closely aligned.

The planned validity studies are likely to result in changes to the exam specifications. This would require similar changes in the program standards so that the programs and exams would remain as aligned and congruent as possible.

## **Proposed Advisory Panels**

Staff proposes that the Commission establish advisory panels of California teachers and teacher educators to advise the Commission on the validity studies, the exam specifications, and the related program standards. Each advisory panel would serve as expert advisors for the examination validity studies, leading to revised exam specifications and exams, and revisions to the program standards.

Based on the adopted schedule for examination validity studies, staff proposes establishing the following advisory panels.

For 1999-2000:<sup>1</sup>

- CBEST Advisory Panel
- Mathematics Advisory Panel
- Physical Education Advisory Panel

---

<sup>1</sup>The Commission has previously authorized the establishment of the Elementary Subject Matter Task Force for the review of the MSAT and the liberal studies program standards. The Task Force met for the first time in May 1999, and the job analysis is underway.

For 2000-2001:

- Art Advisory Panel
- English Advisory Panel
- Music Advisory Panel
- Science Advisory Panel
- Social Science Advisory Panel

For 2001-2002:

- CLAD/BCLAD Advisory Panel
- Languages Other Than English Advisory Panel, which would include subpanels for:

- French
- Spanish
- German
- Japanese
- Korean
- Mandarin
- Punjabi
- Russian
- Vietnamese

For 2002-2003:

Agriculture Advisory Panel  
Business Advisory Panel  
Health Science Advisory Panel  
Home Economics Advisory Panel  
Industrial and Technology Education Advisory Panel  
RICA Advisory Panel<sup>2</sup>

---

<sup>2</sup>This would be a new RICA Advisory Panel, not the current panel, which is expected to complete its work next year.

## **Plan for the Establishment of Advisory Panels**

In establishing the proposed advisory panels, staff will follow the steps listed in Section 854 of the Commission's *Policy Manual*. The first step is for staff to present to the Commission a proposal, containing specified elements found in Section 853 of the *Policy Manual*, for the establishment of the advisory panels. The following discussion is staff's proposal, organized by the required elements (indicated in italics).

*(a) A rationale that explains why the panel's advice is needed by the agency.*

Commission staff have expertise in (a) test development and administration and (b) teacher education program standards and evaluation. In general, staff do not have expertise in the specific subject areas (e.g., mathematics, biology, home economics) that will be the focus of the examination validity studies and program standards reviews. To assure that the examinations and program standards are job-related, we need to rely on the advice of California educators who are experts in the subject areas.

The Commission will benefit greatly from its advisory panels for the three reasons for consulting with an advisory panel described in the *Policy Manual* (Section 850):

- Neither the Commission nor its staff possess sufficient expertise to resolve by themselves all of the complex issues that will be encountered in the examination validity studies and program standards reviews.
- As they consider policy options, Commissioners and staff acquire valuable insights and perspectives from consultations with persons whose views are varied and whose backgrounds are diverse.
- Agents who are responsible for administering the Commission's policies, and constituents who are affected by those policies, find the policies to be more acceptable if they (or their proxies) have been consulted while the policies were being formulated, considered, and adopted.

*(b) One or more objectives that indicate what the panel is expected to produce, such as a set of recommendations or a position paper.*

Each proposed advisory panel, working with staff and, if applicable, a contractor, will be expected to produce the following:

- a job analysis of the subject matter knowledge, skills, and abilities needed by teachers;
- draft test specifications and program standards based on the current specifications and standards, the results of the job analysis, the state's K-12 student content and performance

- standards, and the state's curriculum frameworks;
- validity studies of the draft test specifications and program standards;
- final test specifications and program standards for the Commission's consideration and adoption; and
- new testing materials (e.g., test questions) aligned with the new test specifications.

(c) *A statement that defines the mission of the proposed panel and the scope of its authority.*

The mission of the proposed advisory panels is to advise the Commission on the content of the subject-specific test specifications and program standards.

(d) *An explanation of how the panel's work relates to the work of staff members and of other panels, showing clearly that the proposed panel will not duplicate the work of others.*

Staff members in the Examinations and Research Unit and the Program Evaluation and Research Unit will cooperatively facilitate each panel's work in the review and updating of the test specifications program standards. The Examinations and Research Unit staff member will also work with the panel on the revisions to the examination materials. No other advisory panels will be working on these tasks; therefore, the proposed advisory panels will not duplicate the work of others.

(e) *An indication of the overall size of the panel, an identification of the constituencies to be represented, and general indication (if appropriate) of the distribution of panel memberships among the constituencies with special attention to the diversity of California's educational institutions. Such general indications are not to be considered guarantees of the ultimate composition of the panel.*

The size of the proposed advisory panels will vary based on the number of teachers of that subject area in the field and the breadth of the subject matter to be considered. For example, it is likely that the advisory panel for mathematics will be larger than the advisory panel for agriculture because more California teachers teach math than agriculture, but smaller than the advisory panel for languages other than English, because that panel will include nine language-specific subpanels. Panel size is expected to range from approximately 12-20 members. Staff expects each panel to consist of members as described below.

- classroom teachers of the subject area;
- subject area specialists in school districts, county offices of education, and postsecondary institutions;
- professors in the subject area teaching in subject matter preparation programs;
- teacher educators;
- members of relevant professional organizations;
- members of other relevant committees and advisory panels; and
- an appropriate staff member of the California Department of Education.

Some panel members will belong to more than one of these categories. The ethnic, cultural, gender, and geographic diversity of California's educational institutions will be considered when appointing the panels.

(f) *A detailed description of the manner in which the nominations of potential panel members will be solicited by the staff, and of the criteria to be used by the Executive Director in screening and selecting panelists from the pool of nominees.*

For each advisory panel, the Executive Director will send invitations to nominate panel members to relevant agencies, organizations, and individuals throughout the state. Although the specific recipients of invitations to nominate would vary by subject area, they could include the following:

- State Superintendent of Public Instruction,
- California State Board of Education,
- Superintendents of county offices of education and school districts,
- Administrators and faculty at postsecondary institutions,
- Directors of Beginning Teacher Support and Assessment Programs,
- Directors of Alternative Certification Programs,
- Professional organizations, and
- Commissioners.

The invitations to nominate will describe the mission and role of the panel for which nominations are being sought, and provide information about the time frame of the panel's work, the desirable qualifications of nominees, and the nomination and selection process. The invitations to nominate will include letters to nominees and nominee information forms that the invitation recipients can distribute to individuals they wish to nominate.

Each individual who has been nominated and who is interested in serving on the panel will complete a nominee information form and send the form with a professional resume to the Commission. Staff will compile a list of individuals who have submitted nomination materials. In accordance with Section 854 of the Commission's *Policy Manual*, the Executive Director will forward a list of the nominees to each Commissioner. Commissioners will have two weeks in which to inform the Executive Director of any concerns they may have, or of additional nominees who should be considered. Based on the nominees' qualifications and characteristics, the Executive Director will select panel members from the pool of nominees and appoint them to the panel. The Executive Director will select panel members (1) so that the various constituencies identified in (e) above are appropriately represented and (2) who have one or more of the following qualifications:

- knowledgeable about and involved in the subject area in activities such as teaching (in K-12 and/or in subject matter preparation programs), curriculum development, teacher preparation, and research;
- knowledgeable about and supportive of the state's K-12 student content and performance standards;
- active in current efforts to improve curriculum, instruction, and teacher preparation in the subject area;
- recent experience teaching the subject area in grades K-12;
- leadership role in the subject area at the statewide level or in a county office of education, school district, or school;
- experience in providing professional development to teachers in the subject area;
- experience teaching students from diverse linguistic and cultural backgrounds;
- experience in the development, administration, or scoring of performance assessments;
- experience as a mentor teacher or supervising teacher for student teachers;
- ability to work cooperatively and productively with other professionals; and
- willingness to commit the necessary time and energy to complete the advisory panel's responsibilities.

(g) *A time frame that shows approximately when the panel's efforts will begin and end, and (if possible) the duration of each major phase of its work.*

The plan is for each advisory panel to meet for the first time in July or August of the fiscal year in which the applicable subject area would be the focus of the work. For example, the Advisory Panel for English would initially meet in the summer of 2000. It is expected that each Advisory Panel could complete its work (i.e., present revised exam specifications and program standards to the Commission for adoption, and make necessary revisions in the exams) in 12-18 months. If substantial exam changes, or entirely new exams, are required, a panel may need to meet for up to an additional year.

(h) *A cost estimate that projects the approximate cost of each meeting of the panel, and the overall cost of the panel's work.*

Panel meeting costs vary by factors such as location of the meeting, costs of the meeting facilities and sleeping accommodations, variables related to the meeting participants (e.g., where they live, how many attend, whether the Commission needs to reimburse for a substitute, etc.), and the extent of examination changes that will be needed. On average, staff expects each advisory panel to have approximately twelve two-day meetings, which will cost approximately \$60,000.

(i) *An invitation to Commissioners to nominate potential panelists who may be qualified to serve.*

As indicated above, Commissioners will receive invitations to nominate individuals to serve on the advisory panels.

---

| [Back to the Top](#) |

| [Back to October 1999](#)

[Agenda](#) |

| [Return to "Agenda  
Archives"](#) |

| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PERF-2

**Committee:** Performance Standards

**Title:** Preliminary Annual Report on the Reading Instruction Competence Assessment (RICA): June 1998-June 1999

✓ Action

**Prepared by:** Linda M. Hooper, Ph.D., Assistant Consultant  
Professional Services Division

## Preliminary Annual Report on the Reading Instruction Competence Assessment (RICA): June 1998 -June 1999

Professional Services Division  
September 22, 1999

### Summary of an Agenda Report

#### Overview of this Report

The Commission has a responsibility to periodically assemble, interpret and publish the results of the examinations it uses to verify the qualifications of prospective educators.

The preliminary report entitled *Annual Report on the Reading Instruction Competence Assessment (RICA): June 1998 -June 1999*, that follows this agenda report (as Attachment to PERF - 2), is the first of what will be annual reports describing the participation and performance of examinees on the RICA. The report provides information about the development, administration, and scoring of the RICA. This report also presents preparation and demographic data about the examinees who took the RICA from June 1998 through June 1999 and provides information about examinee performance (i.e., passing rates) on the RICA Written Examination and the Video Performance Assessment.

#### Relationship to the Commission's Strategic Goals and Objectives

*Goal One:* To promote educational excellence in California schools.

*Objective One:* Develop candidate and program standards.

*Objective Two:* Develop and administer teacher assessments.

#### Fiscal Impact Statement

The cost of preparing the report are supported from the agency's base budget.

#### Recommendation

Staff recommends that the Commission accept the preliminary report entitled *Annual Report for the Reading Instruction Competence Assessment: June 1998 -June 1999* and authorize staff to finalize it and make it available to interested parties.

## Background

In July 1998, the Commission adopted a plan for reporting RICA results to the Commission. To allow the Commission to monitor candidate performance on the RICA during the first year of implementation, three reports of RICA results were presented to the Commission described below.

- August 1998: Report on the June 20, 1998, (initial) administration of the Written Examination and the July 10, 1998, (initial) submission deadline for the Video Performance Assessment, included in the report with recommended passing standards.
- October 1998: Report on the August 8, 1998, administration of the Written Examination, including cumulative results.
- March 1999: Cumulative report for all administrations in 1998, including four administrations of the Written Examination and two submission deadlines for the Video Performance Assessment. This report also included (for the first time) cumulative passing rates by preparation program.

The attached preliminary report entitled *Annual Report on the Reading Instruction Competence Assessment (RICA): June 1998 - June 1999*, is the fourth report pursuant to the reporting plan adopted in July 1998 and is the first of what will be annual reports describing the participation and performance of examinees on the RICA. The report provides information about the development, administration, and scoring of the RICA. This report also presents preparation and demographic data about the examinees who took the RICA from June 1998 through June 1999 and provides information about examinee performance (i.e., passing rates) on the RICA Written Examination and the Video Performance Assessment.

Staff recommends that the Commission accept the preliminary report and authorize staff to finalize it and make it available to interested parties.

---

[| Click here for Table of Contents |](#)

## Annual Report on the Reading Instruction Competence Assessment (RICA)

**June 1998 -June 1999**

**(Preliminary Version)**



**Sacramento, California  
September 1999**

---

## Annual Report for the Reading Instruction Competence Assessment (RICA)

**June 1998 -June 1999**

**(Preliminary Version)**

Author:





Robert E. Carlson, Jr., Ph.D., Administrator  
Professional Services Division

Robert Salley, Interim Director  
Professional Services Division

Sacramento, California  
September 1999

---

## **California Commission on Teacher Credentialing**

September 1999

### **Members of the Commission**

Torrie L. Norton, Chairperson	Teacher
Gary Reed, Vice Chairperson	Public Representative
Melodie Blowers	School Board Member
Verna B. Dauterive	Administrator
Carolyn L. Ellner	Faculty Member
Scott Harvey	Public Representative
Carol Katzman	Office of the Superintendent of Public Instruction
Helen Lee	Public Representative
Doris Miner	School Counselor
Edmund Sutro	Teacher
Jane Veneman	Teacher
Nancy Zarenda	Teacher

### **Ex-Officio Members**

Edward DeRoche	Association of Independent California Colleges and Universities
Elizabeth Graybill	California Postsecondary Education Commission

## Executive Officer

Sam W. Swofford, Ed.D.	Executive Director
------------------------	--------------------

---

## Table of Contents

### List of Tables

#### Executive Summary

- Part 1: Background Information and Overview**
- Part 2: RICA Design, Development, Administration, and Scoring**  
RICA Assessment Design  
Development of the RICA  
Administration of the RICA  
Scoring of the RICA
- Part 3: Preparation and Demographic Data for RICA Candidates**
- Part 4: Passing Rates for RICA Candidates**  
Combined Cumulative Results  
Written Examination Passing Rates  
Video Performance Assessment Passing Rates  
Written Examination Passing Rates by Preparation Program

#### Appendices

- A: The RICA Content Specifications
- B: RICA Performance Characteristics and Scoring Scales for Constructed-Response Items

### List of Tables

- Table 1: Number of RICA Assessments Administered
- Table 2: Weighting of Constructed-Response Item Raw Scores on the Written Examination
- Table 3: Preparation and Demographic Data for RICA Participants
- Table 4: RICA Written Examination and Video Performance Assessment Passing Rates
- Table 5: RICA Written Cumulative Examination Passing Rates by Preparation Program
- 

# Annual Report on the Reading Instruction Competence Assessment

June 1998 -June 1999

(Preliminary Version)

## Executive Summary

On September 25, 1996, Governor Wilson signed into law Assembly Bill 1178 (Cunneen). This law required the Commission to "develop, adopt, and administer a reading instruction competence assessment . . . to measure an individual's knowledge, skill, and ability relative to effective reading instruction."

As required by law, the RICA consists of two assessments: the RICA Video Performance Assessment and the RICA Written Examination. Effective October 1, 1998, most candidates for a Multiple Subject Teaching Credential are required to pass one of the assessments (their choice). Both the Written Examination and the Video Performance Assessment are based on the RICA Content Specifications, adopted by the Commission in January 1998 and provided in [Appendix A](#). The RICA Content Specifications consist of 43 teacher competencies in the area of reading. The competencies are organized into 13 content areas and four domains.

The RICA Written Examination was administered for the first time on June 20, 1998, and the initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. This report is the first of what will be annual reports describing the participation and performance of examinees on the RICA. It includes data for all of the RICA administrations through June 1999: seven administrations of the Written Examination and four of the Video Performance Assessment.

A total of 14,946 candidates for Multiple Subject Teaching Credentials took one or both of the RICA assessments from June 1998 to June 1999. Of these, 14,881 took the Written Examination, 107 took the Video Performance Assessment, and 42 took both.

The majority (82%) of the 14,946 participants had a Bachelor's degree plus additional credits. Almost 80 percent were in professional preparation programs, mostly non-intern college and university programs. Most participants had completed a college/university or district internship course in methods of reading instruction. The majority of the RICA participants were female (83%), and 65% identified their ethnic background as White (non-Hispanic).

Of the 14,946 Multiple Subject Teaching Credential candidates who took one or both RICA assessments from June 1998 to June 1999, 90 percent passed. On the RICA Written Examination, 90 percent of the 14,881 total examinees passed. Of the 107 candidates who took the Video Performance Assessment, 36 percent passed.

---

## **Annual Report on the Reading Instruction Competence Assessment (RICA)**

**June 1998 -June 1999**

**(Preliminary Version)**

**Professional Services Division  
September 22, 1999**

---

### **Part 1 Background Information and Overview**

Among recent efforts to improve the preservice preparation of teacher candidates in the area of reading is Education Code Section 44283, added to the code by Assembly Bill 1178 (Chapter 919, Statutes of 1996), supported by the Commission. The law requires the Commission to "develop, adopt, and administer a reading instruction competence assessment . . . to measure an individual's knowledge, skill, and ability relative to effective reading instruction." The Reading Instruction Competence Assessment (RICA) includes two assessments: the RICA Written Examination and the RICA Video Performance Assessment. Effective October 1, 1998, most candidates for Multiple Subject Teaching Credentials are required to pass either the Written Examination or the Video Performance Assessment.<sup>1</sup> Until June 30, 2000, the RICA Video Performance Assessment can also be taken by credentialed teachers wishing to earn a Reading Certificate. The law that established the RICA requires the Commission to "report and interpret individual and aggregated [RICA] assessment results."

The RICA Written Examination was administered for the first time on June 20, 1998, and the initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. This report is the first of what will be annual reports describing the participation and performance of examinees on the RICA. It includes data for all of the RICA administrations through June 1999: seven administrations of the Written Examination and four of the Video Performance Assessment. [Part 2](#) of this report provides information about the design, development, administration, and scoring of the RICA. [Part 3](#) of this report presents preparation and demographic data about the candidates who took the RICA through June 1999. [Part 4](#) provides cumulative passing rates for all candidates together and subgroups of candidates, as well as passing rates on the Written Examination by preparation program.

---

<sup>1</sup>Exceptions are (a) candidates who hold valid California teaching credentials other than internship credentials, internship certificates, and emergency permits and (b) candidates who hold valid teaching credentials issued by jurisdictions in the United States other than California.

---

## Part 2

# RICA Design, Development, Administration, and Scoring

This part of the report provides information about the design, development, administration, and scoring of the RICA.

## RICA Assessment Design

As required by law, the RICA consists of two assessments: the RICA Video Performance Assessment and the RICA Written Examination. Effective October 1, 1998, most candidates for a Multiple Subject Teaching Credential are required to pass one of the assessments (their choice). In addition, until June 30, 2000, experienced teachers may pass the RICA Video Performance Assessment (at a higher passing standard) as an optional way of satisfying part of the requirements for the Reading Certificate. Both the Written Examination and the Video Performance Assessment are based on the RICA Content Specifications, adopted by the Commission in January 1998 and provided in [Appendix A](#). The RICA Content Specifications consist of 43 teacher competencies in the area of reading. The competencies are organized into 13 content areas and four domains. On the next page is an outline of the specifications showing the four domains and their associated content areas.

### The RICA Written Examination

The RICA Written Examination consists of two sections: a constructed-response section and a multiple-choice section. Each is described below. The two sections, together, permit a broad and deep assessment of candidates' knowledge about effective reading instruction, and their ability to apply that knowledge.

#### The Constructed-Response Section

This section of the Written Examination includes two types of items for which candidates have to write a response.

Focused educational problems and instructional tasks. These items present problems or tasks in educational contexts, and require candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation and (b) devise or provide explanations related to appropriate instructional strategies or assessment approaches. Four focused educational problems and instructional tasks are included on each form of the exam. Each problem or task assesses one or more competencies in one of the four domains, and there is one problem or task for each domain. The problems or tasks for Domains I and IV each require a written response of approximately 50 words. Those for Domains II and III each require a written response of approximately 150 words.

### Outline of the RICA Content Specifications

*Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment*

Content Areas:

1. Conducting Ongoing Assessment of Reading Development
2. Planning, Organizing, and Managing Reading Instruction

*Domain II: Developing Phonological and Other Linguistic Processes Related to Reading*

Content Areas:

3. Phonemic Awareness
4. Concepts About Print
5. Systematic, Explicit Phonics and Other Word Identification Strategies
6. Spelling Instruction

*Domain III: Developing Reading Comprehension and Promoting Independent Reading*

Content Areas:

7. Reading Comprehension
8. Literary Response and Analysis
9. Content-Area Literacy
10. Student Independent Reading

*Domain IV: Supporting Reading Through Oral and Written Language Development*

Content Areas:

11. Relationships Among Reading, Writing, and Oral Language
12. Vocabulary Development
13. Structure of the English Language

Case study based on a student profile. For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each exam form has one case study, which includes content related to all four domains of the RICA Content Specifications.

### The Multiple-Choice Section

Each exam form includes 70 multiple-choice questions: 60 "scorable" questions, which are used to determine a candidate's score, and 10 "nonscorable" questions, which are questions being field-tested that are not used to determine a candidate's score. The multiple-choice questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately 20% of the multiple-choice questions assess competencies in Domain I, 30% assess competencies in Domain II, 30% assess competencies in Domain III, and 20% assess competencies in Domain IV.

### The RICA Video Performance Assessment

The design of the RICA Video Performance Assessment allows for candidate choice and the submission of a candidate's best classroom work. It centers on candidate-created videotapes of the candidate teaching reading. Each candidate who elects to take this RICA assessment will create three "Video Packets," each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the videotaped instruction, such as information about the students involved, a lesson plan, and a description of assessment methods and results the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute videotape of the candidate providing reading instruction; and
- a completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One Video Packet is to be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate's competencies in Domains I and II, one should demonstrate the candidate's competencies in Domains I and III, and one should demonstrate the candidate's competencies in Domains I and IV.

## Development of the RICA

### Appointment of the RICA Advisory Panel

The law establishing the RICA required that the Commission appoint an advisory committee to advise the Commission on the design, content, and administration of the RICA. In November 1996, the Commission's Executive Director distributed invitations throughout California to nominate RICA Advisory Panel members. The Commission received nomination materials from 121 individuals. Following a careful review of each nominee's qualifications by the Commission's staff, the Executive Director appointed 19 panel members, all of whom accepted. In addition, the Executive Director invited the following organizations to appoint liaisons to the RICA Advisory Panel: the Governor's Office of Child Development and Education, the California Department of Education, the California School Boards Association, and the Commission for the Establishment of Academic Content and Performance Standards. All four organizations responded affirmatively. A liaison from the CSU Center for the Improvement of Reading Instruction was later added to the panel.

### A Job Analysis of the Teaching of Reading

The first major step in the development of the RICA was a job analysis of the teaching of reading. The purpose of the job analysis was to identify the teacher tasks, knowledge, and abilities important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class. From this set of tasks, knowledge, and abilities, the specific content for the RICA was subsequently selected.

In March 1997, as the result of a competitive bidding process, the Commission contracted with Educational Testing Service (ETS) for the job analysis. ETS was also contracted to conduct a nationwide search for existing instruments of reading instruction competence, with the goal of finding an instrument that could be used as the RICA. In July 1997, staff and representatives of ETS presented the results of these studies to the Commission, which (a) accepted the ETS reports,<sup>2</sup> (b) adopted a set of teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class, (c) authorized the Commission's

Executive Director to distribute the adopted knowledge, skills, and abilities to colleges and universities with approved preparation programs, and to others with a need for the information, and (d) authorized the release of a Request for Proposals for the development and administration of the RICA (given that no suitable extant measures were located).

<sup>2</sup>Rosenfeld, M., Kocher, G. G., & Zack, J. (1997). *A Job Analysis of the Teaching of Reading: Identifying the Teacher Tasks, Knowledge, and Abilities Important for the Competent Delivery of a Balanced, Comprehensive Reading Curriculum in California*. Zack, J. (1997). *Search for and Analysis of Extant Measures of a Teacher's Reading Instruction Competence*. Both are studies conducted on behalf of the California Commission on Teacher Credentialing by Educational Testing Service.

## **Development and Validation of the RICA Content Specifications**

Following the Commission's adoption in July 1997 of the teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of reading instruction, the Commission in August released a request for proposals for the development and administration of the RICA. Bidders were asked to provide detailed plans for developing and administering the RICA, and evidence of their capacity to perform effectively. In October 1997, Commission staff presented a report to the Commission describing the proposal solicitation and evaluation process. As a result, the Commission contracted with National Evaluation Systems, Inc. (NES) for the development and administration of the RICA.

NES' first responsibility was to work with the RICA Advisory Panel and a California Bias Review Committee to develop draft RICA Content Specifications based on the results of the job analysis. In November 1997, NES conducted a large-scale validity study of the draft specifications. The draft specifications were sent for review to over 4,000 teachers at almost 600 California public schools and to almost 600 teacher educators at 76 institutions with Commission-approved Multiple Subject Teaching Credential Programs. Responses were received from over 1,100 California educators. The RICA Advisory Panel and the Bias Review Committee reviewed the results of the validity study, and the advisory panel finalized the specifications for recommendation to the Commission.

In January 1998, the Commission adopted the RICA Content Specifications ([Appendix A](#)), accepted an NES report detailing the development and validation of the RICA Content Specifications,<sup>3</sup> and adopted the general assessment design for the RICA. In March 1998, the Commission adopted an elaborated RICA assessment design that specified how the four domains of knowledge and skills in the RICA Content Specifications would be covered on the Video Performance Assessment and the Written Examination. The RICA assessment design is described above.

<sup>3</sup>National Evaluation Systems, Inc. (1997). *Development and Validation of the Content Specifications for the Reading Instruction Competence Assessment (RICA)*. A report prepared for the California Commission on Teacher Credentialing.

## **Development of RICA Assessment Materials**

NES worked with the RICA Advisory Panel and the Bias Review Committee to develop the following RICA assessment materials:

For the RICA Video Performance Assessment:

- a Procedures Manual for candidates detailing the assessment requirements and directions for creating the Video Packets,
- Instructional Context Forms,
- Reflection Forms, and
- scoring criteria.

For the RICA Written Examination:

- focused educational problems and instructional tasks,
- case studies,
- multiple-choice questions, and
- scoring criteria for (a) the focused educational problems and instructional tasks and (b) case studies.

RICA assessment materials were field-tested throughout California in March 1998. In April the RICA Advisory Panel and the Bias Review Committee reviewed the results of the field test and finalized the assessment materials. Since then, additional assessment materials for the Written Examination have been developed and field-tested.

## **Administration of the RICA**

The RICA Written Examination was administered for the first time on June 20, 1998. During the 1998-99 testing year, it was administered six times.<sup>4</sup> For this report, data from the June 1998 administration have been included with data for the 1998-99 administrations. During an administration, candidates are given four hours to complete the examination.

<sup>4</sup>A testing year is from July 1 to June 30.

For the RICA Video Performance Assessment, there are no "administration dates" because candidates create Video Packets on



their own and then submit them for scoring. The Video Performance Assessment schedule is based on "submission deadlines," dates by which a candidate's Video Packets must be submitted in order to be scored in the subsequent scoring session. In 1998-99, there were four scoring sessions with associated submission deadlines.

**Table 1** below provides the number of RICA assessments administered from June 1998 to June 1999. Because some examinees took an assessment more than once, or took both assessments, the figures in Table 1 represent the number of assessments administered, not unduplicated counts of examinees who took the assessments. The number of Written Examination examinees has increased over the year. The number of Video Performance Assessment examinees increased from the first to the second administration, but then has remained fairly level.

**Table 1**  
**Number of RICA Assessments Administered**  
**June 1998 -June 1999**

Administration Date or Submission Deadline	Number of Assessments Administered	
	Written Examination	Video Performance Assessment
June 20, 1998	731	
July 10, 1998		6
August 8, 1998	700	
October 3, 1998	1,183	
December 5, 1998	2,850	
December 11, 1998		34
February 13, 1999	2,102	
March 19, 1999		39
April 17, 1999	4,457	
June 19, 1999	4,207	
June 25, 1999		37
<b>Total</b>	<b>16,230</b>	<b>116</b>

### Scoring of the RICA

Constructed-response items require a candidate to *create* a response rather than *select* one from alternatives provided (as in multiple-choice items). Unlike multiple-choice items, constructed-response items cannot be scored electronically; they must be scored by qualified and trained scorers based on predetermined scoring criteria and procedures. This section of the report describes the criteria and procedures for scoring the Video Performance Assessment Video Packets and the constructed-response items on the Written Examination. Once these items are scored, a candidate's total score and passing status are determined. This section also describes how a candidate's total score and passing status are determined for the Video Performance Assessment and the Written Examination.

### Performance Characteristics, Scoring Scales, and Marker Responses

There are five constructed-response items on the RICA Written Examination: four focused educational problems and instructional tasks, and one case study. Each Video Performance Assessment Video Packet created by a candidate is a constructed-response item. For the scoring of these items, NES and the RICA Advisory Panel have developed, and the Commission adopted in June 1998, "performance characteristics" and "scoring scales" based on the RICA Content Specifications. These scoring materials are provided in [Appendix B](#). For the Written Examination, there is one set of performance characteristics for (a) the focused educational problems and instructional tasks and (b) the case study. These performance characteristics are associated with a three-point scoring scale for the focused educational problems and instructional tasks, and a four-point scoring scale for the case study. There is a second set of performance characteristics and an associated four-point scoring scale for the Video Performance Assessment.

The performance characteristics are the set of quality factors against which candidate responses are judged. The associated scoring scale provides, for each of the score points, a description of a typical response at that level in terms of the performance characteristics. For example, one of the performance characteristics for the case study is "Application of Content." This performance characteristic is described as follows: "The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the applicable RICA domains." Each of the score-point descriptors in the four-point scoring scale for the case study describes a level of accomplishment on this performance characteristic. For example, a typical 2-point

response "demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies." In contrast, a typical 4-point response "demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains."

By themselves, the performance characteristics and scoring scales are insufficient for scoring constructed-response items. For each constructed-response item, the scoring scales are augmented by "marker responses" selected by the RICA Advisory Panel. Marker responses are candidate responses to an item that exemplify each point on the scoring scale. For example, a 2-point marker response for a Domain I focused educational problem/instructional task is a good example of what is meant by the score-point descriptor for a 2-point response for that item. Such a response generally fulfills the purpose of the assignment, demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from Domain I, and provides adequate supporting examples, evidence, and rationales. A 3-point marker response for the same item completely fulfills the purpose of the assignment, demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from Domain I, and provides strong supporting examples, evidence, and rationales. Marker responses serve to operationalize the performance characteristics and scoring scales.

### Scoring Procedures for Constructed-Response Items

Candidate responses to RICA constructed-response items are scored by qualified and trained California educators at NES' Sacramento office. To be eligible to be a RICA scorer, an individual must be knowledgeable about reading and reading instruction and must either:

- have a valid, non-emergency California teaching credential that authorizes instruction in self-contained classrooms or core classes; and
- have a minimum of three years of classroom teaching experience; and
- be currently teaching reading or have taught reading within the last three years in California public schools in grades K-8 (e.g., in a self-contained classroom or a core class, or as a reading specialist); and
- have participated in professional development (formal or informal) that addresses the *California Reading Initiative* requirements; and
- be recommended by the principal or assistant principal of the California public school where the individual currently teaches or most recently taught.

#### OR

- be a teacher educator in a teacher preparation program approved by the Commission; and
- be currently teaching courses in reading methods taken by Multiple Subject Teaching Credential candidates or Reading Certificate candidates, or have taught such courses within the last three years, in the Commission-approved teacher preparation program; and
- be recommended by an administrator of the Commission-approved teacher preparation program in which the individual teaches or most recently taught.

Potential scorers are trained and assessed. The goal of training is to calibrate scorers to the scoring scale to be used and to familiarize the scorers with scoring procedures. Following a discussion of program background, general characteristics of the item type to be scored, performance characteristics, the scoring scale, the specific item to be scored, and marker responses, each scorer reviews and scores training responses that have previously been scored. After the scorers review a training response, they are polled to determine the scores they have assigned. These scores are compared with the previously assigned scores. This polling process allows NES staff to ascertain the degree to which the scorers are becoming calibrated to the scoring scale.

After this training, the scorers' scoring skills are formally evaluated through a calibration assessment in which the scorers evaluate a set of pre-scored responses. Scorers who meet established criteria on the calibration assessment begin scoring actual candidate responses. Those who do not meet the criteria on the first calibration assessment receive additional training before being administered a second assessment. Those who do not meet the criteria on the second assessment are released from the scoring session.

Responses are scored using focused holistic scoring. For each item type, scorers judge the overall effectiveness of a response while focusing on the performance characteristics for that item type. Though the scoring method focuses on specific performance characteristics, it is holistic because the scoring reflects the overall effectiveness of the performance characteristics working in concert.

A Video Performance Assessment Video Packet is scored as a single unit. That is, a scorer assigns a single score to the entire packet after reviewing the candidate's Instructional Context Form, the videotaped instruction, and the Reflection Form.

Each Video Packet and each written response on the constructed-response section of the Written Examination is scored independently by two scorers.<sup>5</sup> If the two scorers assign the same score or scores that differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled.



<sup>5</sup>In some scoring sessions, such as those at the beginning of the program or when the number of submitted Video Packets is low, the Video Packets are scored by a group of two or more qualified California educators. The scorers independently evaluate each Video Packet, then reach consensus on the appropriate score. The consensus score is doubled to yield the candidate's score for the Video Packet.

To maintain consistency in scoring, scorers are recalibrated after each major break in scoring (i.e., each morning of successive scoring days and following lunch). In addition, the scores for each set of candidate responses are processed as they are returned from scorers and the scoring of each scorer is monitored. This information is analyzed to determine, for each scorer, the distribution of scores assigned by the scorer, the extent to which the scores assigned by the scorer agree with the scores assigned to the same responses by other scorers, and, when there are disagreements, whether the scorer tends to score consistently higher or lower than other scorers. As a result of this ongoing monitoring, scorers who are not scoring appropriately are identified and retrained, and the responses they have scored inappropriately are rescored.

**Determining a Candidate's Total Score and Passing Status on the Video Performance Assessment**

A candidate's total score for the Video Performance Assessment is the sum of the six scores for the three Video Packets. This total score can range from 6, if the candidate receives all scores of 1 (the lowest score on the scoring scale), to 24, if the candidate receives all scores of 4 (the highest score on the scoring scale). A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission for the Multiple Subject Teaching Credential is 17. The minimum passing score adopted by the Commission for the Reading Certificate is 21. A candidate who earns a total score that is equal to or greater than the minimum passing score passes the assessment. A candidate who does not earn the required minimum score does not pass the assessment.

**Determining a Candidate's Total Score and Passing Status on the Written Examination**

A candidate's total score on the Written Examination is determined based on the candidate's combined performance on the multiple-choice and constructed-response sections. The multiple-choice questions on the Written Examination are machine-scored correct or incorrect. The total score for the multiple-choice section is the number of scorable questions answered correctly. There is no penalty for guessing. A candidate could earn a maximum of 60 points on the multiple-choice section.

On the constructed-response section, each response receives two scores from the applicable scoring scale as described above. The sum of the two scores for a response is that response's raw score. These raw scores for each of the five items are then weighted by item type for two reasons:

- (1) Weighting allows the constructed-response section to reflect the same domain weights as in the multiple-choice section, thus allowing the Written Examination as a whole to reflect those weights, and
- (2) Weighting gives more significance to the items requiring longer responses (i.e., the focused items for Domains II and III, and the case study) than to the items requiring shorter responses (i.e., the focused items for Domains I and IV).

The weighting applied is shown in [Table 2](#) on page 12. The raw scores on the focused items for Domains II and III are doubled, and the raw score on the case study is tripled. A candidate's total score for the constructed-response section of the Written Examination is the sum of the weighted raw scores for the five items. A candidate could earn a maximum of 60 points on the constructed-response section.

Determining a candidate's total score for the Written Examination is accomplished by summing the candidate's score on the multiple-choice section and the candidate's score on the constructed-response section.<sup>6</sup> The range of possible scores on both sections is 0 to 60, so the range of total scores is 0 to 120. A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission is 81. A candidate who earns a total score that is equal to or greater than 81 passes the assessment. A candidate who does not earn a total score of at least 81 does not pass the assessment.

<sup>6</sup>Prior to summing the two scores, the multiple-choice section score is converted (through equating) to the score the candidate would have received on the initial form administered on June 20, 1998.

**Table 2**  
**Weighting of Constructed-Response Item Raw Scores**  
**on the Written Examination**

Item	Maximum Raw Score	Weight	Maximum Weighted Raw Score
------	-------------------	--------	----------------------------

<b>Focused Items:</b>			
Domain I	6	1	6
Domain II	6	2	12
Domain III	6	2	12
Domain IV	6	1	6
<b>Case Study</b> (Domains I-IV)	8	3	24
<b>Total</b>			60

## Part 3

### Preparation and Demographic Data for RICA Candidates

Table 3 on pages 13-16 provides preparation and demographic data for candidates taking the RICA Written Examination from June 1998 to June 1999 and candidates who took the Video Performance Assessment for purposes of earning a Multiple Subject Teaching Credential<sup>7</sup> during that same period. This information is obtained from candidates on the registration form.

<sup>7</sup>Only 14 certificated teachers took the Video Performance Assessment in 1998-1999 for purposes of earning Reading Certificates. Four passed. Because there were so few of them, this report provides no additional information about those RICA participants.

The data in Table 3 are person-based data. That is, each candidate who took the Written Examination is counted once, even if the candidate took the Written Examination more than once. Similarly for the Video Performance Assessment, each candidate who took it is counted once. A candidate who took both assessments is included once in the data for the Written Examination and once in the data for the Video Performance Assessment. In the "Combined" data, each participant is counted once regardless of whether the participant took one or both assessments, and regardless of the number of times either assessment was taken by the participant.

A total of 14,946 candidates for Multiple Subject Teaching Credentials took one or both of the RICA assessments from June 1998 to June 1999. Of these, 14,881 took the Written Examination, 107 took the Video Performance Assessment, and 42 took both.

The majority (82%) of the 14,946 participants had a Bachelor's degree plus additional credits. Almost half (44%) reported undergraduate college grade point averages (GPAs) of 3.00-3.49, and the rest were about evenly split between higher (3.50-4.00) and lower (below 3.00) GPAs.

**Table 3**  
**Preparation and Demographic Data for RICA Participants**

1998-99 <sup>1</sup>						
	Written Exam		Video Performance Assessment <sup>2</sup>		Combined	
	N	%	N	%	N	%
<b>ALL EXAMINEES</b>	<b>14,881</b>	<b>100.0</b>	<b>107</b>	<b>100.0</b>	<b>14,946</b>	<b>100.0</b>
<b>Educational Level</b>						
High School Diploma	180	1.2	1	0.9	180	1.2
AA Degree	54	0.4	1	0.9	55	0.4

Bachelor's Degree	1,173	7.9	7	6.5	1,177	7.9
Bachelor's Degree Plus Additional Units	12,137	81.6	90	84.1	12,193	81.6
Master's Degree	279	1.9	2	1.9	280	1.9
Master's Degree Plus Additional Units	723	4.9	4	3.7	726	4.9
Doctoral Degree	105	0.7	1	0.9	105	0.7
Did Not Respond	230	1.5	1	0.9	230	1.5
<b>Undergraduate College GPA</b>						
3.50-4.00	4,034	27.1	30	28.0	4,051	27.1
3.00-3.49	6,520	43.8	40	37.4	6,544	43.8
2.50-2.99	3,516	23.6	29	27.1	3,536	23.7
2.00-2.49	526	3.5	5	4.7	528	3.5
Below 2.00	9	0.1	0	0.0	9	0.1
Did not attend college	2	0.0	0	0.0	2	0.0
Did Not Respond	274	1.8	3	2.8	276	1.8

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

**Table 3**  
**Preparation and Demographic Data for RICA Participants**  
 (continued)

1998-99 <sup>1</sup>						
	Written Exam		Video Performance Assessment <sup>2</sup>		Combined	
	N	%	N	%	N	%
<b>Professional Preparation</b>						
Not Begun Professional Preparation	384	2.6	2	1.9	382	2.6
College/University Internship Program:						
1st Year Program	1,827	12.3	7	6.5	1,832	12.3
2nd Year Program	1,428	9.6	10	9.3	1,435	9.6
Completed Program	1,280	8.6	11	10.3	1,284	8.6
District Internship Program:						
1st Year Program	499	3.4	1	0.9	500	3.3
2nd Year Program	804	5.4	2	1.9	806	5.4
Completed Program	190	1.3	5	4.7	193	1.3

Non-Intern College/University Program:							
Not Begun Student Teaching	1,941	13.0	9	8.4	1,948	13.0	
Begun Student Teaching	4,329	29.1	26	24.3	4,349	29.1	
Completed Student Teaching	1,056	7.1	16	15.0	1,064	7.1	
Completed Program	660	4.4	13	12.1	666	4.5	
Did Not Respond	483	3.2	5	4.7	487	3.3	

**Preparation for Reading Instruction<sup>3</sup>**

Completed None Of The Following	633	4.3	2	1.9	632	4.2	
Completed IHE Course in Methods of Reading Instruction	11,517	77.4	88	82.2	11,576	77.5	
Completed District Internship Course in Methods of Reading Instruction	1,716	11.5	16	15.0	1,730	11.6	
Observed Reading Instruction in K-12 School	4,927	33.1	53	49.5	4,972	33.3	
Worked with Individual Students in a K-12 School to Improve their Reading Skills	3,674	24.7	42	39.3	3,707	24.8	
Had Daily Responsibility for Classroom Reading Instruction as Student Teacher or Intern	5,935	39.9	59	55.1	5,973	40.0	

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

<sup>3</sup> Candidates could select more than one option

**Table 3**  
**Preparation and Demographic Data for RICA Participants**  
 (continued)

1998-99 <sup>1</sup>						
	Written Exam		Video Performance Assessment <sup>2</sup>		Combined	
	N	%	N	%	N	%
<b>Student Teaching Assignments</b>						
None	5,638	37.9	29	27.1	5,657	37.8
One	4,677	31.4	38	35.5	4,704	31.5
Two	3,187	21.4	32	29.9	3,204	21.4
Three	688	4.6	3	2.8	689	4.6
Four Or More	442	3.0	4	3.7	443	3.0
Did Not Respond	249	1.7	1	0.9	249	1.7

Grade Level Experience in Providing Reading Instruction<sup>3</sup>

None	1,599	10.7	2	1.9	1,599	10.7
Pre-K-2	9,967	67.0	81	75.7	10,016	67.0
3-5	7,574	50.9	60	56.1	7,615	51.0
6-8	2,377	16.0	18	16.8	2,387	16.0
9-12	410	2.8	6	5.6	414	2.8

Best Language

English	13,919	93.5	96	89.7	13,977	93.5
Spanish	461	3.1	8	7.5	466	3.1
Vietnamese	37	0.2	0	0.0	37	0.2
Cantonese	32	0.2	0	0.0	32	0.2
Hmong	18	0.1	0	0.0	18	0.1
Other	154	1.0	2	1.9	156	1.0
Did Not Respond	260	1.7	1	0.9	260	1.7

First Language

English Only	11,253	75.6	82	76.6	11,303	75.6
English Plus One Or More Languages	1,752	11.8	12	11.2	1,760	11.8
One Or More Languages Other Than English	1,645	11.1	11	10.3	1,651	11.0
Did Not Respond	231	1.6	2	1.9	232	1.6

<sup>1</sup> also includes data from the first RICA administration in June 1998  
<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential  
<sup>3</sup> Candidates could select more than one option

Table 3  
Preparation and Demographic Data for RICA Participants  
(continued)

1998-99 <sup>1</sup>						
	Written Exam		Video Performance Assessment <sup>2</sup>		Combined	
	N	%	N	%	N	%
Gender						
Male	2,515	16.9	20	18.7	2,528	16.9
Female	12,322	82.8	87	81.3	12,374	82.8
Did Not Respond	44	0.3	0	0.0	44	0.3

Ethnicity						
African American or Black	432	2.9	6	5.6	438	2.9
Asian American or Asian	695	4.7	4	3.7	695	4.7
Filipino	211	1.4	0	0.0	211	1.4
Southeast Asian American or Southeast Asian	175	1.2	0	0.0	175	1.2
Pacific Island American	38	0.3	0	0.0	38	0.3
Mexican American or Chicano	1,843	12.4	9	8.4	1,847	12.4
Latino, Latin American, Puerto Rican, or Other Hispanic	876	5.9	12	11.2	884	5.9
Native American, American Indian, or Alaskan Native	89	0.6	0	0.0	89	0.6
White (non-Hispanic)	9,690	65.1	66	61.7	9,730	65.1
Other	709	4.8	9	8.4	715	4.8
Did Not Respond	123	0.8	1	0.9	124	0.8

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

Eighty percent of the participants were in professional preparation programs. The majority (49%) of the participants were in non-internship college or university teacher preparation programs. Most of these participants had begun but not completed their student teaching. The second largest group of participants (22%) were either in the first or second year of college or university internship programs. About 9 percent of the participants were in district internship programs. Approximately 14 percent reported having completed professional preparation programs, and 3 percent indicated that they hadn't begun their professional preparation.

Of the options provided on the registration form in terms of preparation for reading instruction, 78 percent of the participants had completed a college or university course in methods of reading instruction, and 12 percent had completed such a course in a district internship program. Forty percent reporting having had daily responsibility for classroom reading instruction as a student teacher or an intern teacher. About 38 percent had not completed a student teaching assignment. Just under a third of the participants (32%) had completed one student teaching assignment. About 21 percent of the participants had completed two student teaching assignments.

Two-thirds (67%) of the RICA participants had experience providing reading instruction in pre-school and/or grades K-2, and about half (51%) had reading instruction experience in grades 3-5. Nearly all (94%) reported that English is their best language.

The RICA has primarily been taken by females: 83 percent of the participants were female. The majority (65%) identified their ethnic background as White (non-Hispanic). The second largest group (12%) identified themselves as Mexican American or Chicano.

Although the number of candidates who took the Video Performance Assessment (VPA) is very small compared with the number who took the Written Examination (WE), their preparation and demographics are similar. Some differences in the characteristics of the two groups of examinees can be noted, however. In terms of professional preparation, more of the WE examinees than the VPA examinees were in professional preparation programs, and more of the VPA examinees than the WE examinees had completed programs. Also, the WE examinees were more likely than the VPA examinees to be in or have completed internship programs as opposed to non-intern programs. In terms of preparation for reading instruction, for each experience listed, a greater percentage of VPA examinees than WE examinees reported having the experience. Similarly, VPA examinees were more likely than WE examinees to have completed at least one student teaching assignment.

## Part 4

### Passing Rates for RICA Candidates

Table 4 on pages 19-23 provides passing rates for candidates who took the Written Examination from June 1998 to June 1999, and candidates who took the Video Performance Assessment for purposes of earning a Multiple Subject Teaching Credential during that same period. First-time and cumulative passing rates are provided for all candidates and for subgroups of candidates based on the preparation and demographic variables discussed above. As in Table 3, the data in Table 4 are person-based data. Passing rates are not provided for any subgroup with less than 25 candidates, because a passing rate for so few candidates is too unreliable for drawing any conclusions about the subgroup.

## Combined Cumulative Results

Of all 14,946 candidates who took one or both RICA assessments from June 1998 to June 1999, the cumulative passing rate was 90 percent.

Although not consistently true, candidates with higher educational levels tend to have higher passing rates. Candidates who were participating in or had completed professional preparation passed at higher rates than candidates who had not begun professional preparation. Similarly, those who had completed a college, university, or district internship course in methods of reading instruction, and/or had some other preparation for reading instruction, had higher passing rates than candidates who had none of those experiences prior to taking the RICA. Candidates who had completed one student teaching assignment were more likely to pass than candidates who had not completed a student teaching assignment.

Male candidates, who make up only 17 percent of the 14,946 total candidates, passed the RICA at a lower rate than female candidates. White (non-Hispanic) and Pacific Island American candidates had the highest passing rates on the exam. Those with Southeast Asian or African American backgrounds had the lowest passing rates.

## Written Examination Passing Rates

On the Written Examination, 90 percent of the 14,881 total examinees passed. Because nearly all RICA participants (99.6%) took the Written Examination, the Written Examination cumulative passing rates for the various subgroups were very similar or identical to the combined cumulative passing rates. For all examinees, and for each subgroup, the cumulative passing rate was higher than the first-time passing rate. This indicates that candidates who persist after an initial failure can improve.

## Video Performance Assessment Passing Rates

Of the 107 candidates for Multiple Subject Teaching Credentials who took the Video Performance Assessment, 36 percent passed. As on the Written Examination, for all examinees and for each subgroup for which data are provided, cumulative passing rates are higher than first-time passing rates. Because there are so few Video Performance Assessment examinees, there are not very many subgroups with at least 25 examinees, greatly reducing the number of subgroup comparisons that can be made. As on the Written Examination, Video Performance Assessment examinees with higher undergraduate grade point averages had higher passing rates, and those with who had completed one student teaching assignment had a higher passing rate than those who had completed none.

**Table 4**

**RICA Written Examination and Video Performance Assessment Passing Rates**

	1998-99 <sup>1</sup>									
	Written Examination				Video Performance Assessment <sup>2</sup>				Combined	
	First Time		Cumulative		First Time		Cumulative		Cumulative	
	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N	% Passed
ALL EXAMINEES	14,881	84.7	14,881	90.2	107	31.8	107	36.4	14,946	90.1
Educational Level										
High School Diploma	179	86.6	180	88.9	1	--	1	--	180	88.9
Associate of Arts Degree	53	75.5	54	75.9	1	--	1	--	55	76.4
Bachelor's Degree	1,224	80.1	1,173	87.8	6	--	7	--	1,177	87.8
Bachelor's Degree Plus Additional Units	12,086	85.1	12,137	90.6	92	31.5	90	36.7	12,193	90.4
Master's Degree	271	82.3	279	86.0	1	--	2	--	280	86.1
Master's Degree Plus Additional Units	719	85.8	723	90.7	4	--	4	--	726	90.4
Doctoral Degree	105	94.3	105	98.1	1	--	1	--	105	98.1

Did Not Respond	244	83.2	230	89.1	1	--	1	--	230	89.1
<b>Undergraduate College GPA</b>										
3.50-4.00	4,008	91.0	4,034	94.1	32	37.5	30	40.0	4,051	94.1
3.00-3.49	6,514	85.7	6,520	91.0	38	28.9	40	37.5	6,544	90.8
2.50-2.99	3,533	77.9	3,516	86.0	30	23.3	29	24.1	3,536	85.8
2.00-2.49	524	70.0	526	79.5	4	--	5	--	528	79.5
Below 2.00	10	--	9	--	0	--	0	--	9	--
Did not attend college	3	--	2	--	0	--	0	--	2	--
Did Not Respond	289	84.8	274	90.5	3	--	3	--	276	90.6

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

<sup>3</sup> the 'N' columns for first time and cumulative may not be the same because demographic and preparation data reflect status at time of test.

Note: Passing rate data are not reported for groups smaller than 25.

**Table 4**  
**RICA Written Examination and Video Performance Assessment Passing Rates**  
 (continued)

1998-99 <sup>1</sup>										
	Written Examination				Video Performance Assessment <sup>2</sup>				Combined	
	First Time		Cumulative		First Time		Cumulative		Cumulative	
	%		%		%		%		%	
	N <sup>3</sup>	Passed	N <sup>3</sup>	Passed	N <sup>3</sup>	Passed	N <sup>3</sup>	Passed	N	Passed
<b>ALL EXAMINEES</b>	<b>14,881</b>	<b>84.7</b>	<b>14,881</b>	<b>90.2</b>	<b>107</b>	<b>31.8</b>	<b>107</b>	<b>36.4</b>	<b>14,946</b>	<b>90.1</b>
<b>Professional Preparation</b>										
Not Begun Professional Preparation	392	65.8	384	73.2	2	--	2	--	382	73.6
College/University Internship Program:										
1st Year Program	1,888	83.5	1,827	89.9	7	--	7	--	1,832	89.8
2nd Year Program	1,452	84.1	1,428	90.0	10	--	10	--	1,435	89.8
Completed Program	1,157	80.1	1,280	84.3	11	--	11	--	1,284	84.4
District Internship Program:										
1st Year Program	509	84.1	499	90.2	1	--	1	--	500	90.0
2nd Year Program	806	90.7	804	95.4	3	--	2	--	806	95.3
Completed Program	178	79.8	190	86.3	4	--	5	--	193	86.0



Non-Intern College/University Program:											
Not Begun Student Teaching	2,011	84.2	1,941	89.7	9	--	9	--	1,948	89.6	
Begun Student Teaching	4,424	88.9	4,329	95.2	27	40.7	26	42.3	4,349	95.1	
Completed Student Teaching	941	84.4	1,056	87.0	15	--	16	--	1,064	86.6	
Completed Program	598	80.1	660	83.6	13	--	13	--	666	83.2	
Did Not Respond	525	79.8	483	87.8	5	--	5	--	487	87.5	

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

<sup>3</sup> the 'N' columns for first time and cumulative may not be the same because demographic and preparation data reflect status at time of test.

Note: Passing rate data are not reported for groups smaller than 25.

**Table 4**

**RICA Written Examination and Video Performance Assessment Passing Rates**

(continued)

	1998-99 <sup>1</sup>									
	Written Examination		Video Performance Assessment <sup>2</sup>				Combined			
	First Time	Cumulative	First Time	Cumulative	First Time	Cumulative	First Time	Cumulative	First Time	Cumulative
	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed
ALL EXAMINEES	14,881	84.7	14,881	90.2	107	31.8	107	36.4	14,946	90.1
<b>Preparation for Reading Instruction<sup>4</sup></b>										
Completed None Of The Following	661	69.1	633	80.6	2	--	2	--	632	80.7
Completed IHE Course in Methods of Reading Instruction	11,488	86.2	11,517	91.1	89	31.5	88	36.4	11,576	91.0
Completed District Internship Course in Methods of Reading Instruction	1,705	87.7	1,716	92.0	15	--	16	--	1,730	91.7
Observed Reading Instruction in K-12 School	4,947	87.7	4,927	92.6	50	28.0	53	30.2	4,972	92.2
Worked with Individual Students in a K-12 School to Improve their Reading Skills	3,707	86.2	3,674	91.4	39	23.1	42	31.0	3,707	91.1
Had Daily Responsibility for Classroom Reading Instruction as Student Teacher or Intern	5,879	88.4	5,935	92.9	60	30.0	59	37.3	5,973	92.7
<b>Student Teaching Assignments</b>										
None	5,829	82.8	5,638	88.8	30	10.0	29	17.2	5,657	88.7
One	4,740	88.0	4,677	94.0	37	45.9	38	47.4	4,704	94.0
Two	2,961	84.2	3,187	88.4	31	32.3	32	37.5	3,204	88.1

Three	645	82.8	688	86.9	3	--	3	--	689	86.8
Four Or More	442	80.5	442	86.4	5	--	4	--	443	86.5
Did Not Respond	264	84.1	249	90.4	1	--	1	--	249	90.4

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

<sup>3</sup> the 'N' columns for first time and cumulative may not be the same because demographic and preparation data reflect status at time of test.

<sup>4</sup> Candidates could select more than one option

Note: Passing rate data are not reported for groups smaller than 25.

<div>Table 4</div> <div>RICA Written Examination and Video Performance Assessment Passing Rates</div> <div>(continued)</div>										
1998-99 <sup>1</sup>										
	Written Examination				Video Performance Assessment <sup>2</sup>				Combined	
	First Time		Cumulative		First Time		Cumulative		Cumulative	
	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N	% Passed
ALL EXAMINEES	14,881	84.7	14,881	90.2	107	31.8	107	36.4	14,946	90.1
Grade Level Experience in Providing Reading Instruction <sup>4</sup>										
None	1,688	81.9	1,599	88.7	2	--	2	--	1,599	88.7
Pre-K-2	9,852	85.5	9,967	90.5	81	30.9	81	35.8	10,016	90.4
3-5	7,465	86.3	7,574	91.4	59	33.9	60	38.3	7,615	91.2
6-8	2,380	83.5	2,377	90.0	18	--	18	--	2,387	89.7
9-12	411	80.3	410	86.6	6	--	6	--	414	86.2
Best Language										
English	13,914	86.3	13,919	91.6	96	32.3	96	36.5	13,977	91.5
Spanish	458	50.0	461	63.1	8	--	8	--	466	62.9
Vietnamese	34	38.2	37	54.1	0	--	0	--	37	54.1
Cantonese	30	53.3	32	59.4	0	--	0	--	32	59.4
Hmong	17	--	18	--	0	--	0	--	18	--
Other	151	66.9	154	72.7	2	--	2	--	156	73.1
Did Not Respond	277	81.2	260	87.7	1	--	1	--	260	87.7
First Language										
English Only	11,244	88.6	11,253	93.3	82	32.9	82	36.6	11,303	93.1

English Plus One Or More Languages	1,743	77.4	1,752	84.4	13	--	12	--	1,760	84.1
One Or More Languages Other Than English	1,650	66.1	1,645	75.6	10	--	11	--	1,651	75.6
Did Not Respond	244	84.8	231	90.5	2	--	2	--	232	90.5

<sup>1</sup> also includes data from the first RICA administration in June 1998

<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential

<sup>3</sup> the 'N' columns for first time and cumulative may not be the same because demographic and preparation data reflect status at time of test.

<sup>4</sup> Candidates could select more than one option

Note: Passing rate data are not reported for groups smaller than 25.

Table 4
 

RICA Written Examination and Video Performance Assessment Passing Rates
 (continued)

1998-99 <sup>1</sup>										
	Written Examination				Video Performance Assessment <sup>2</sup>				Combined	
	First Time		Cumulative		First Time		Cumulative		Cumulative	
	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N <sup>3</sup>	% Passed	N	% Passed
ALL EXAMINEES	14,881	84.7	14,881	90.2	107	31.8	107	36.4	14,946	90.1
<b>Gender</b>										
Male	2,513	74.3	2,515	83.5	20	--	20	--	2,528	83.3
Female	12,320	86.9	12,322	91.6	87	34.5	87	39.1	12,374	91.5
Did Not Respond	48	77.1	44	84.1	0	--	0	--	44	84.1
<b>Ethnicity</b>										
African American or Black	430	69.8	432	77.3	5	--	6	--	438	76.9
Asian American or Asian	698	82.5	695	87.8	4	--	4	--	695	87.9
Filipino	211	79.1	211	85.3	0	--	0	--	211	85.3
Southeast Asian American or Southeast Asian	173	63.0	175	73.1	0	--	0	--	175	73.1
Pacific Island American	39	84.6	38	92.1	0	--	0	--	38	92.1
Mexican American or Chicano	1,838	71.3	1,843	79.8	9	--	9	--	1,847	79.8
Latino, Latin American, Puerto Rican, or Other Hispanic	884	72.6	876	81.5	12	--	12	--	884	81.3
Native American, American Indian, or Alaskan Native	90	77.8	89	83.1	0	--	0	--	89	83.1
White (non-Hispanic)	9,693	89.7	9,690	94.2	66	34.8	66	37.9	9,730	94.0
Other	696	85.5	709	91.0	10	--	9	--	715	90.5
Did Not Respond	129	86.0	123	91.1	1	--	1	--	124	91.1

<sup>1</sup> also includes data from the first RICA administration in June 1998  
<sup>2</sup> includes only the candidates seeking a Multiple Subject Teaching Credential  
<sup>3</sup> the 'N' columns for first time and cumulative may not be equal because demographic and preparation data reflect status at time of test.  
Note: Passing rate data are not reported for groups smaller than 25.

**Written Examination Passing Rates by Preparation Program**

When candidates register to take the RICA, they are asked about their preparation for reading instruction. Two options (among others) available for candidates to select are:

- I will have completed a course in methods of reading instruction at an accredited college or university.
- I will have completed instruction in methods of teaching reading in a district internship program.

Candidates who select either one of these responses are asked to indicate where they completed, or will have completed prior to taking the RICA, the instruction or course in methods of reading instruction. Candidates identify their preparation program from a list of all California public and private colleges and universities with Commission-accredited Multiple Subject Teaching Credential programs and California district internship programs.

To help ensure the validity of the information, NES provides each preparation program an opportunity to verify the list of candidates who indicate they have completed the coursework or instruction at that institution. Rosters are mailed to programs, and program staff are encouraged to review the list and inform NES if any of the candidates are inappropriately identified with the program. NES removes these candidates from the rosters.

Table 5, on pages 25-27, shows for each preparation program that has at least one, the number of RICA Written Examination examinees who have taken a course or received instruction in reading methods at the institution. For each program with at least 25 examinees, the table indicates the cumulative number and percentage of examinees who have passed the exam. The number of examinees by program varied widely with a high of slightly over 1,531 at one institution. Passing rates, however, were clustered around the overall passing rate of 91 percent, ranging from a high of 100 percent to a low of 76 percent.<sup>8</sup>

<sup>8</sup>Video Performance Assessment passing rates by preparation program are not provided in this report because only one program had at least 25 candidates who took the Video Performance Assessment. These data will not be reported until at least five programs each have performance data for at least 25 candidates. This is to allow a program's performance data to be presented in the context of similar data from other programs.

When reviewing the passing rates by program in Table 5, the reader should keep in mind the following caveats:

- (1) Included in the data are candidates who completed a reading methods course before programs revised their curricula in response to the Commission's new Multiple Subject Teaching Credential program standard in reading, writing, and related language instruction. The impact of these candidates on the data is unknown and most likely varies across programs. It is not known how many such candidates are included in the data, nor is it known how they are distributed across programs. The effect on a program's passing rate of these candidates is probably related to the extent of the curricular revisions made by a program in response to the new standard. Some programs had to change their curricula very little; others substantially. In a very short time, however, the number of such candidates will significantly decrease in relation to candidates who have completed the new curricula, so their impact will diminish.
- (2) The process for linking RICA candidates to programs is not perfect. There are probably inconsistencies across programs in how program sponsors interpreted and applied the eligibility criterion. For three of the seven administrations, program sponsors were able to verify candidates after candidate score reports had been mailed to candidates or programs, rather than (as planned) prior to the mailing of score reports. Candidates who completed a reading methods course at Program A but indicated, in error, having completed the course at Program B are not included in the data for either program. Candidates who completed a reading methods course but did not indicate so on the registration form, or did not indicate the program where they took the course, are also not included in the data.

Both of these caveats will decrease in significance over time as (a) most or all RICA candidates complete reading methods coursework that meets the new program standard and (b) program sponsors better understand and apply the eligibility criterion. Any remaining error in the data due to candidate registration mistakes that are not corrected in the verification process are likely to be very small and randomly distributed across programs.

**Table 5**  
**RICA Written Examination Cumulative Passing Rates**  
**by Preparation Program: June 1998 -June 1999**

	Total Examinees	Percent Passed
<b>ALL PROGRAMS</b>	<b>12,503</b>	<b>91.1</b>
<b>California State University</b>		
California Polytechnic State Univ.-San Luis Obispo	105	99.0
California State Polytechnic Univ.-Pomona	265	89.8
CSU Bakersfield	211	91.9
CSU Chico	189	96.3
CSU Dominguez Hills	356	76.1
CSU Fresno	422	88.2
CSU Fullerton	279	96.4
CSU Hayward	319	95.3
CSU Long Beach	396	89.6
CSU Los Angeles	370	82.2
CSU Monterey	85	85.9
CSU Northridge	632	91.1
CSU Sacramento	427	93.0
CSU San Bernardino	399	88.0
CSU San Marcos	330	92.4
CSU Stanislaus	235	86.4
Humboldt State University	78	96.2
San Diego State University	373	92.0
San Francisco State University	401	91.5
San Jose State University	292	93.5
Sonoma State University	138	93.5
<b>University of California</b>		
UC Berkeley	31	100.0
UC Davis	72	94.4
UC Irvine	54	100.0
UC Los Angeles	50	98.0
UC Riverside	87	92.0
UC San Diego	25	100.0
UC San Francisco	1	--
UC Santa Barbara	25	96.0
UC Santa Cruz	40	100.0

**Table 5**  
**RICA Written Examination Cumulative Passing Rates**  
**by Preparation Program: June 1998 -June 1999**  
 (continued)

	Total Examinees	Percent Passed
<b>ALL PROGRAMS</b>	<b>12,503</b>	<b>91.1</b>
<b>Private Institutions</b>		
Azusa Pacific University	129	86.0
Bethany College - Assemblies of God	23	--
Biola University	58	93.1
California Baptist University	69	92.8
California Lutheran University	78	96.2
Chapman University	1,194	94.0
Christian Heritage College	39	92.3
Claremont Graduate University	48	85.4
College of Notre Dame	101	96.0
Concordia University	115	93.9
Dominican College of San Rafael	111	97.3
Fresno Pacific University	65	92.3
Holy Names College	25	88.0
John F. Kennedy University	16	--
La Sierra University	11	--
Loyola Marymount University	121	92.6
The Master's College and Seminary	19	--
Mills College	25	96.0
Mount Saint Mary's College	21	--
National Hispanic University	27	77.8
National University	1,531	87.1
New College of California	13	--
Occidental College	11	--
Hope International College	17	--
Pacific Oaks College	64	76.6
Pacific Union College	18	--
Patten College	14	--
Pepperdine University	116	95.7
Point Loma Nazarene University	52	84.6
Saint Mary's College of California	101	96.0

**Table 5**  
**RICA Written Examination Cumulative Passing Rates**  
**by Preparation Program: June 1998 -June 1999**  
(continued)

**Total    Percent**

---

<b>ALL PROGRAMS</b>	<b>12,503</b>	<b>91.1</b>
---------------------	---------------	-------------

---

**Private Institutions (continued)**

Santa Clara University	20	--
Simpson College	88	92.0
Southern California College	33	90.9
United States International University	44	88.6
University of LaVerne	166	90.4
University of the Pacific	50	94.0
University of Redlands	128	93.0
University of San Diego	73	98.6
University of San Francisco	40	100.0
University of Southern California	57	86.0
Westmont College	10	--
Whittier College	48	93.8
Project Pipeline	30	90.0
IMPACT	5	--
Compton USD	3	--
Long Beach USD	28	85.7
Los Angeles USD	628	98.1
Ontario/Montclair USD	14	--
San Diego City USD	57	94.7
Other district internship program	62	79.0

---

## Appendix A

### The RICA Content Specifications

#### RICA Content Specifications

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students. The knowledge and abilities needed by beginning teachers are described below, organized into four domains. Competence in *all four* of the domains is critical and necessary for achieving the goals of reading instruction.

**Domain I - Planning and Organizing Reading Instruction Based on Ongoing Assessment**

**Domain II - Developing Phonological and Other Linguistic Processes Related to Reading**

**Domain III - Developing Reading Comprehension and Promoting Independent Reading**

**Domain IV - Supporting Reading Through Oral and Written Language Development**

#### Important Notes About the RICA Content Specifications

1. Each domain includes two or more content areas. The order of the content areas and the order of the competency statements within each content area do not indicate relative importance or value.
2. Many of the competencies include examples. The examples are not comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.

3. The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
4. Each competency refers to the provision of instruction to all students, including English language learners, speakers of non-mainstream English, and students with special needs. Instruction should be characterized by a sensitivity to and respect for the culture and language of the students, and should be based on students' developmental, linguistic, functional, and age-appropriate needs; that is, instruction should be provided in ways that meet the needs of the individual student.

**DOMAIN I:**  
**PLANNING AND ORGANIZING READING INSTRUCTION BASED ON ONGOING ASSESSMENT**

**CONTENT AREA 1: Conducting Ongoing Assessment of Reading Development**

Ongoing assessment of reading development refers to the use of multiple measures and the ongoing analysis of individual, small-group, and class progress in order to plan effective instruction and, when necessary, classroom interventions. All instruction should be based on information acquired through valid assessment procedures. Students must be able to recognize their own reading strengths and needs and be able to apply strategies for increasing their own reading competence. Teachers must be able to use and interpret a variety of informal and formal assessment tools and communicate assessment data effectively to students, parents, guardians, school personnel, and others.

- 1.1 **Principles of assessment.** The beginning teacher knows how to collect and use assessment data from multiple measures on an ongoing basis to inform instructional decisions. The teacher is able to select and administer informal reading assessments in all areas of reading and to analyze the results of both informal and formal reading assessments to plan reading instruction.
- 1.2 **Assessing reading levels.** The beginning teacher is able to use a variety of informal measures to determine students' independent, instructional, and frustration levels of reading. The teacher conducts these assessments throughout the school year and uses the results to select materials and plan and implement effective instruction for individuals and small and large groups in all areas of reading.
- 1.3 **Using and communicating assessment results.** The beginning teacher knows what evidence demonstrates that a student is performing below, at, or above expected levels of performance based on content standards and applies this information when interpreting and using assessment results. The teacher is able to recognize when a student needs additional help in one or more areas of reading, plans and implements timely interventions to address identified needs, and recognizes when a student may need additional help beyond the classroom. The teacher is able to communicate assessment results and reading progress to students, parents, guardians, school personnel, and others.

**CONTENT AREA 2: Planning, Organizing, and Managing Reading Instruction**

Planning, organizing, and managing reading instruction refer to teacher practices necessary for delivering an effective, balanced, comprehensive reading program. Students' reading development is supported by a well-planned and organized program that is based on content and performance standards in reading and responsive to the needs of individual students. Students must develop as proficient readers in order to become effective learners and take advantage of the many lifelong benefits of reading. Teachers need to understand how to plan, organize, manage, and differentiate instruction to support all students' reading development.

- 2.1 **Factors involved in planning reading instruction.** The beginning teacher is able to plan instruction based on state and local content and performance standards in reading. The teacher knows the components of a balanced, comprehensive reading program (see Content Areas 1 and 3 through 13) and the interrelationships among these components. The teacher is able to do short- and long-term planning in reading and develop reading lessons that reflect knowledge of the standards and understanding of a balanced, comprehensive reading program. The teacher reflects on his or her reading instruction and uses this and other professional development resources and activities to plan effective reading instruction.
- 2.2 **Organizing and managing reading instruction.** The beginning teacher understands that the goal of reading instruction is to develop reading competence in all students, including English language learners, speakers of non-mainstream English, and students with special needs, and the teacher knows how to manage, organize, and differentiate instruction in all areas of reading to accomplish this goal (e.g., by using flexible grouping, individualizing reading instruction, planning and implementing timely interventions, and providing differentiated and/or individualized instruction). The teacher knows how to select and use instructional materials and create a learning environment that promotes student reading (e.g., by organizing independent and instructional reading materials and effectively managing their use, by taking advantage of resources and equipment within the school and the larger educational community).

**DOMAIN II:**  
**DEVELOPING PHONOLOGICAL AND OTHER LINGUISTIC PROCESSES RELATED TO READING**



CONTENT AREA 3: Phonemic Awareness

Phonemic awareness is the conscious awareness that words are made up of individual speech sounds (phonemes), and it is strongly related to reading achievement. To become effective readers, students must be able to perceive and produce the specific sounds of the English language and understand how the sound system works. Therefore, teachers must understand how and why phonemic awareness skills develop both before students are reading and as they are learning to read. Teachers need to know how to plan implicit and systematic, explicit instruction in phonemic awareness and how to choose a variety of materials and activities that provide clear examples for the identification, comparison, blending, substitution, deletion, and segmentation of sounds. Teachers need to analyze students' spoken language development in order to match instruction with the students' needs.

- 3.1 **Assessing phonemic awareness.** The beginning teacher knows how to assess students' auditory awareness, discrimination of sounds, and spoken language for the purpose of planning instruction in phonemic awareness that meets students' needs.
- 3.2 **The role of phonemic awareness.** The beginning teacher knows ways in which phonemic awareness is related to reading achievement both before students are reading and as they are learning to read. The teacher understands the instructional progression for helping students acquire phonemic awareness skills (i.e., words, syllables, onsets and rimes, and phonemes).
- 3.3 **Developing phonemic awareness.** The beginning teacher is able to promote students' understanding that words are made up of sounds. The teacher knows how to achieve this goal by delivering appropriate, motivating instruction, both implicitly and explicitly, in auditory awareness and discrimination of sounds, phoneme awareness (e.g., teaching students how to rhyme, blend, substitute, segment, and delete sounds in words), and word awareness (i.e., recognition of word boundaries). The teacher is able to select materials and activities for teaching phonemic awareness skills that are appropriate for students at different stages of reading development.

CONTENT AREA 4: Concepts About Print

Concepts about print refer to an understanding of how letters, words, and sentences are represented in written language, and these concepts play a critical role in students' learning to read. Students need to understand that ideas can be represented in print forms and that print forms may have unique characteristics that differ from oral representations of those same ideas. Teachers need to know that if a student does not demonstrate understanding of concepts about print and the written language system, then these concepts must be explicitly taught.

- 4.1 **Assessing concepts about print.** The beginning teacher is able to assess students' understanding of concepts about print and knows how to use assessment results to plan appropriate instruction in this area.
- 4.2 **Concepts about print.** The beginning teacher knows the instructional progression of concepts about print (e.g., sentence, word, and letter representation; directionality; tracking of print; understanding that print carries meaning). The teacher is able to select appropriate materials and activities and to provide effective instruction in these concepts.
- 4.3 **Letter recognition.** The beginning teacher knows the importance of teaching upper- and lower-case letter recognition and is able to select, design, and use engaging materials and activities, including multisensory techniques (visual, auditory, kinesthetic, tactile), to help students recognize letter shapes and learn the names of letters.

CONTENT AREA 5: Systematic, Explicit Phonics and Other Word Identification Strategies

Systematic, explicit phonics and other word identification strategies refer to an organized program in which letter-sound correspondences for letters and letter clusters are taught directly in a manner that gradually builds from basic elements to more complex patterns. Word identification strategies build on phoneme awareness and concepts about print. Skillful and strategic word identification plays a critical role in rapid, accurate decoding; reading fluency; and comprehension. Students must understand the alphabetic principle and conventions of written language so that they are able to apply these skills automatically when reading. Teachers must provide systematic, explicit instruction in phonics and other word identification strategies.

- 5.1 **Assessing phonics and other word identification strategies.** The beginning teacher is able to select and use a variety of appropriate informal and formal assessments to determine students' knowledge of and skills in applying phonics and other word identification strategies, including decoding tests, fluency checks (rate and accuracy), and sight word checks. The teacher is able to use this information to plan appropriate instruction.
- 5.2 **Explicit phonics instruction.** The beginning teacher knows that rapid, automatic decoding contributes to reading fluency

and comprehension. The teacher is able to plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units. These units include phonemes, onsets and rimes, letters, letter combinations, syllables, and morphemes. The teacher is able to select published and teacher-developed instructional programs, materials, and activities that will be effective in the systematic, explicit teaching of phonics.

- 5.3 **Developing fluency.** The beginning teacher knows how to help students develop fluency and consolidate their word identification strategies through frequent opportunities to read and reread decodable texts and other texts written at their independent reading levels. The teacher is able to select appropriate texts for supporting students' development of reading fluency.
- 5.4 **Word identification strategies.** The beginning teacher is able to model and explicitly teach students to use word identification strategies in reading for meaning, including graphophonic cues, syllable division, and morphology (e.g., use of affixes and roots), and to use context cues (semantic and syntactic) to resolve ambiguity. The teacher is able to select materials for teaching decoding and word identification strategies and knows how to model self-correction strategies and provide positive, explicit, corrective feedback for word identification errors.
- 5.5 **Sight words.** The beginning teacher is able to provide opportunities for mastery of common, irregular sight words through multiple and varied reading and writing experiences. The teacher is able to select materials and activities to develop and reinforce students' knowledge of sight words.
- 5.6 **Terminology.** The beginning teacher knows the terminology and concepts of decoding and other word identification strategies (e.g., consonant blends, consonant digraphs, vowel patterns, syllable patterns, orthography, morphology), and knows how phonemes, onsets and rimes, syllables, and morphemes are represented in print.

## CONTENT AREA 6: Spelling Instruction

Spelling maps sounds to print. Spelling knowledge and word identification skills are strongly related. Students' knowledge of orthographic (spelling) patterns contributes to their word recognition, vocabulary development, and written expression. Teachers need to know the stages of spelling and be able to provide meaningful spelling instruction that includes systematic, explicit teaching of orthographic patterns (e.g., sound-letter correspondence, syllable patterns), morphology, etymology, and high-frequency words.

- 6.1 **Assessing spelling.** The beginning teacher is able to analyze and interpret students' spelling to assess their stages of spelling development (pre-phonetic, phonetic, transitional, conventional) and to use that information to plan appropriate spelling instruction.
- 6.2 **Systematic spelling instruction.** The beginning teacher is able to use a systematic plan for spelling instruction that relates to students' stages of spelling development. The teacher knows how to select spelling words and use deliberate, multisensory techniques to teach and reinforce spelling patterns. The teacher knows how the etymology and morphology of words relate to orthographic patterns in English, knows high-frequency words that do and do not conform to regular spelling patterns, and is able to utilize this knowledge in planning and implementing systematic spelling instruction.
- 6.3 **Spelling instruction in context.** The beginning teacher knows how to teach spelling in context and provides students with opportunities to apply and assess their spelling skills across the curriculum. The teacher knows how to plan spelling instruction that supports students' reading development (e.g., phonics skills, knowledge of morphology, vocabulary development) and writing development (e.g., use of decoding skills as a strategy for proofreading their spelling). The teacher is able to identify spelling words that support and reinforce instruction in these areas.

## DOMAIN III: DEVELOPING READING COMPREHENSION AND PROMOTING INDEPENDENT READING

### CONTENT AREA 7: Reading Comprehension

Reading comprehension refers to reading with understanding. Reading fluency and reading comprehension are necessary for learning in all content areas, sustaining interest in what is read, and deriving pleasure from reading. The end goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different types of texts for a variety of lifetime reading purposes. Effective readers produce evidence of comprehension by clarifying the ideas presented in text and connecting them to other sources, including their own background knowledge. Teachers need to be able to facilitate students' comprehension and provide them with explicit instruction and guided practice in comprehension strategies.

- 7.1 **Assessing reading comprehension.** The beginning teacher is able to use informal and formal procedures to assess students' comprehension of narrative and expository texts and their use of comprehension strategies. The teacher knows how to use this information to provide effective instruction in reading comprehension.
- 7.2 **Fluency and other factors affecting comprehension.** The beginning teacher understands factors affecting reading

comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary) and knows how proficient readers read. The teacher is able to use this knowledge to plan and deliver effective instruction in reading comprehension.

- 7.3 Facilitating comprehension.** The beginning teacher is able to facilitate comprehension at various stages of students' reading development (e.g., before students learn to read, as they are learning to read, and as they become proficient readers). The teacher is able to select and use a range of activities and strategies before, during, and after reading to enhance students' comprehension (e.g., developing background knowledge, encouraging predictions, questioning, conducting discussions).
- 7.4 Different levels of comprehension.** The beginning teacher knows the levels of comprehension and is able to model and explicitly teach comprehension skills. These include (a) literal comprehension skills (e.g., identifying explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns); (b) inferential comprehension skills (e.g., inferring main ideas, details, comparisons, cause-effect relationships not explicitly stated; drawing conclusions or generalizations from a text; predicting outcomes); and (c) evaluative comprehension skills (e.g., recognizing instances of bias and unsupported inferences in texts; detecting propaganda and faulty reasoning; distinguishing between facts and opinions; reacting to a text's content, characters, and use of language). The teacher is able to select materials (both narrative and expository texts) to support effective instruction in these areas.
- 7.5 Comprehension strategies.** The beginning teacher is able to model and explicitly teach a range of strategies students can use to clarify the meaning of text (e.g., self-monitoring, rereading, note taking, outlining, summarizing, mapping, using learning logs). The teacher knows how to select materials and create opportunities for guided and independent practice using comprehension strategies.

**CONTENT AREA 8: Literary Response and Analysis**

Literary response and analysis refer to a process in which students extend their understanding and appreciation of significant literary works representing a wide range of genres, perspectives, eras, and cultures. Literature provides readers with unique opportunities to reflect on their own experiences, investigate further ranges of human experience, gain access to unfamiliar worlds, and develop their own imaginative capacities. Students who are fully engaged in literature find a rich medium in which to explore language. Teachers need to provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements.

- 8.1 Assessing literary response and analysis.** The beginning teacher is able to assess students' responses to literature (e.g., making personal connections, analyzing text, providing evidence from text to support their responses) and use that information to plan appropriate instruction in these areas.
- 8.2 Responding to literature.** The beginning teacher is able to select literature from a range of eras, perspectives, and cultures and provides students with frequent opportunities to listen to and read high-quality literature for different purposes. The teacher knows how to use a range of instructional approaches and activities for helping students apply comprehension strategies when reading literature and for developing students' responses to literature (e.g., using guided reading, reading logs, and discussions about literature; encouraging students to connect elements in a text to other sources, including other texts, their experiences, and their background knowledge).
- 8.3 Literary analysis.** The beginning teacher knows and can teach elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing ways in which a literary work reflects the traditions and perspectives of a particular people or time period). The teacher is able to select literature that provides clear examples of these elements and that matches students' instructional needs and reading interests.

**CONTENT AREA 9: Content-Area Literacy**

Content-area literacy refers to the ability to learn through reading. Learning in all content areas is supported by strong reading comprehension strategies and study skills. Students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structures and features of expository (informational) texts, and select and vary their reading strategies for different texts and purposes. Teachers need to model and provide explicit instruction in these skills and strategies and provide students with frequent opportunities for guided and independent practice using them.

- 9.1 Assessing content-area literacy.** The beginning teacher is able to assess students' comprehension in content-area reading and use that information to provide effective instruction.
- 9.2 Different types of texts and purposes for reading.** The beginning teacher knows and is able to teach students about different types and functions of text and the skills and strategies required for reading and comprehending different types of texts. The teacher is able to select texts that provide clear examples of common text structures (i.e., cause/effect, comparison/contrast, problem/solution) and knows how to model and explicitly teach students to use text structures to

improve their comprehension and memory of expository texts. The teacher is able to model and teach reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading).

- 9.3 **Study skills.** The beginning teacher is able to model and explicitly teach study skills for locating and retrieving information from reference materials and content-area texts, for retaining and using information, and for test taking.

## CONTENT AREA 10: Student Independent Reading

Independent reading plays a critical role in promoting students' familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas, and motivating further reading for information and pleasure. Independent reading improves reading performance. To become effective readers, students should be encouraged to read as frequently, broadly, and thoughtfully as possible. Teachers need to understand the importance of independent reading and know how to encourage and guide students in their independent reading.

- 10.1 **Encouraging independent reading.** The beginning teacher is able to determine each student's reading interests and preferences, survey the quantity and quality of students' reading, consider each student's independent reading level, and use that information to promote extensive independent reading. The teacher promotes student reading that extends beyond the core curriculum by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The teacher knows how to guide students in selecting independent reading materials and how to motivate students to read independently by regularly reading aloud to students from high-quality texts, providing access to a variety of reading materials, and suggesting texts that match student interests.
- 10.2 **Supporting at-home reading.** The beginning teacher is able to use a variety of strategies to motivate students to read at home. The teacher encourages and provides support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home. The teacher is able to select and organize, for various purposes, a range of reading materials at different levels in English and, when available, in the primary language(s) of the students in the classroom.

## DOMAIN IV: SUPPORTING READING THROUGH ORAL AND WRITTEN LANGUAGE DEVELOPMENT

### CONTENT AREA 11: Relationships Among Reading, Writing, and Oral Language

An effective, comprehensive language arts program increases students' language facility through relevant daily opportunities to relate listening, speaking, reading, and writing. Reading is supported by effective writing, listening, and speaking instruction, and the goal of language arts instruction is to fully develop students' communication skills. Students must be able to connect reading, writing, listening, and speaking tasks to their experiences, intentions, and purposes. Teachers need to be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

- 11.1 **Assessing oral and written language.** The beginning teacher is able to informally assess students' oral and written language and use that information when planning reading instruction.
- 11.2 **Oral language development.** The beginning teacher knows how to provide formal and informal oral language opportunities across the curriculum that enhance students' development as readers (e.g., through language play, group discussions, questioning, and sharing information). The teacher helps students make connections between their oral language and reading and writing.
- 11.3 **Written language development.** The beginning teacher is able to provide purposeful writing opportunities across the curriculum to enhance students' reading development. The teacher explicitly teaches the transfer of skills from oral language to written language. The teacher provides instruction in which reading, writing, and oral language are interrelated.
- 11.4 **Supporting English language learners.** The beginning teacher is able to interrelate the elements of language arts instruction to support the reading development of English language learners (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphic organizers, and outlining). The teacher knows general ways in which the writing systems of other languages may differ from English (e.g., that not all writing systems are alphabetic, that English is less regular phonetically than some other alphabetic languages). The teacher understands factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction).

## CONTENT AREA 12: Vocabulary Development

Vocabulary constitutes the building blocks of language. Vocabulary knowledge plays a critical role in reading comprehension, and readers learn most vocabulary through wide reading. Students need to know how to use a range of strategies, including those involving word analysis, context, and syntax, that promote reading fluency and enable independent comprehension, interpretation, and application of words contained in narrative and expository text. Upon entering school, students have a listening and speaking vocabulary that forms the foundation for vocabulary and comprehension instruction. Teachers need to build upon this foundation by providing explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.

- 12.1 Assessing vocabulary knowledge.** The beginning teacher is able to informally assess students' vocabulary knowledge in relation to specific reading needs and texts and is able to use that information to plan appropriate vocabulary instruction.
- 12.2 Increasing vocabulary knowledge.** The beginning teacher knows how to provide opportunities for students to increase their vocabulary by listening to and reading a variety of texts and encourages students to apply their vocabulary knowledge in new contexts. The teacher is able to select vocabulary words on the basis of appropriate criteria (e.g., words that are related to each other, words needed to comprehend a reading selection). The teacher knows how to select appropriate instructional materials (e.g., read-aloud materials that promote vocabulary development and lay the foundation for complex language structures) and is able to teach vocabulary using a range of instructional activities (e.g., word sorts, word banks, classification, semantic mapping).
- 12.3 Strategies for gaining and extending meanings of words.** The beginning teacher is able to model and explicitly teach students a variety of strategies for gaining meaning from unfamiliar words, such as using word analysis (e.g., decoding, prefixes and suffixes, base words, roots), context, and syntax. The teacher knows how to select and use materials and activities that help students extend their understanding of words, including words with multiple meanings. The teacher is able to provide instruction in the use of reference materials that can help clarify the meaning of words (e.g., dictionary, thesaurus, glossary, technological sources).

## CONTENT AREA 13: Structure of the English Language

Structure of the English language refers to established rules for the use of the language. Students' knowledge of the structure of English promotes their reading fluency, listening and reading comprehension, and oral and written expression. Students must be able to recognize, when listening or reading, and apply, when speaking or writing, English language conventions and structures. Teachers need a basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) and must be able to provide instruction in these areas to enhance students' literacy skills.

- 13.1 Assessing English language structures.** The beginning teacher is able to analyze students' oral and written language to determine their understanding and use of English language structures and conventions and knows how to use this information to plan appropriate instruction.
- 13.2 Differences between written and oral English.** The beginning teacher is able to help students understand similarities and differences between language structures used in spoken and written English. The teacher knows how to use explicit instruction and guided practice to teach written-language structures to all students. The teacher uses a range of approaches and activities to develop students' facility in comprehending and using academic language (e.g., oral language development activities to build knowledge of academic language and familiarize students with grammatical structures they will encounter in written text).
- 13.3 Applying knowledge of the English language to improve reading.** The beginning teacher has a basic knowledge of English syntax and semantics and is able to use this knowledge to improve students' reading competence (e.g., by teaching students to group words into meaningful phrases to increase reading fluency and comprehension, by teaching students to analyze how punctuation affects a text's meaning). The beginning teacher knows how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts. The teacher is able to help students consolidate their knowledge of English grammar and improve their reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials that provide clear examples of specific English grammatical structures and conventions.

## Appendix B RICA Performance Characteristics and Scoring Scales for Constructed-Response Items

## Video Assessment Performance Characteristics

Each Video Packet contains an Instructional Context Form, a videotaped segment of reading instruction, and a Reflection Form. The scoring of each Video Packet will be based on the complete set of evidence contained in all three parts.

- **PURPOSE**

The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the specified RICA domains by fulfilling the purpose of the assessment.

- **APPLICATION OF CONTENT**

The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the specified RICA domains by planning, presenting, and analyzing a lesson that is based on one or more appropriate instructional objectives and that is appropriate in relation to the assessed needs of the students and the instructional setting (i.e., whole class, small group, or individual).

- **SUPPORT**

The candidate supports the submission with appropriate information, explanations, and rationales based on the relevant content and pedagogical knowledge for the specified RICA domains.

A candidate's holistic score is assigned from the RICA Video Assessment scoring scale, which is based on the performance characteristics listed above. The score assigned to the Video Packet should not be influenced by personal (as opposed to professional) characteristics of the candidate, such as the candidate's gender, race, ethnicity, nationality, religion, disability, national origin, sexual orientation, physical characteristics (e.g., appearance, voice), and/or cultural, economic, or geographic background, nor should the candidate's holistic score be influenced by any personal characteristics, such as those listed above, of the students in the candidate's classroom.

Copyright© 1998 by National Evaluation Systems, Inc. (NES®)

"RICA," "Reading Instruction Competence Assessment," and the "RICA" logo are trademarks of the California Commission on Teacher Credentialing and National Evaluation Systems, Inc. (NES®)

"NES®" and its logo are registered trademarks of the National Evaluation Systems, Inc.™

### Reading Instruction Competence Assessment (RICA™) Video Assessment Scoring Scale

4	<p><b>The "4" submission reflects a thorough understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</b></p> <p>The submission completely fulfills the purpose of the assessment by responding fully to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides strong supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
	<p><b>The "3" submission reflects an adequate understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</b></p> <p>The submission generally fulfills the purpose of the assessment by responding adequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on</p>

3	<p>one or more generally appropriate instructional objectives, is generally appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides adequate supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
2	<p><b>The "2" submission reflects a limited understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</b></p> <p>The submission partially fulfills the purpose of the assessment by responding in a limited way to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more partially appropriate instructional objectives, is partially appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a limited and generally ineffective application, which may include significant inaccuracies, of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides limited supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
1	<p><b>The "1" submission reflects little or no understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</b></p> <p>The submission fails to fulfill the purpose of the assessment by responding inadequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more inappropriate instructional objectives, is inappropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides little or no supporting information, explanations, or rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
RNM	<p>Requirements Not Met (i.e., the requirements listed in the RICA Vide Performance Assessment Procedures Manual were not met).</p>

**Reading Instruction Competence Assessment (RICA™)**  
 Case Study  
 And  
 Focused Educational Problems and Instructional Tasks  
 Performance Characteristics

• PURPOSE

The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the applicable RICA domain(s) by fulfilling the purpose of the assignment.

• APPLICATION OF CONTENT

The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the applicable RICA domain(s).

- SUPPORT

The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable domain(s).

**Reading Instruction Competence Assessment (RICA™)**  
Case Study Scoring Scale

**4**

**The "4" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.**

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provided strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

**3**

**The "3" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.**

The response generally fulfills the purpose of the assignment by responding adequately to the given task.

The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

**2**

**The "2" response reflects a limited understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.**

The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.

The response demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies.

The response provides limited supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

**1**

**The "1" response reflects little or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.**

The response fails to fulfill the purpose of the assignment by responding inadequately to the given task.

The response demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides little or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

**U**

The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not



of sufficient length to score, or off task.

**B**

The written response is blank.

**Reading Instruction Competence Assessment (RICA™)**  
Focused Educational Problems and Instructional Tasks  
Scoring Scale

**3**

**The "3" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.**

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response provided strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain.

**2**

**The "2" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.**

The response generally fulfills the purpose of the assignment by responding adequately to the given task.

The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain.

**1**

**The "1" responses reflects limited or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.**

The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited way or inadequately to the given task.

The response demonstrates a limited and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domain and may contain significant inaccuracies.

The response provides limited or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain.

**U**

The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not sufficient length to score, or off task.

**B**

The written response is blank.

[| Back to the Top |](#)

[| Back to October 1999](#)

[Agenda |](#)

[| Return to "Agenda](#)

[Archives" |](#)

[| Return to "About CTC" |](#)







# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** FPPC-1

**Committee:** Fiscal Planning and Policy

**Title:** Fourth Quarter Report of Revenues and Expenditures for Fiscal Year 1998-99

✓ Information

**Prepared by:** John Walstrom, Analyst  
Fiscal and Business Services

---

## BACKGROUND

As previously scheduled on the Commission's quarterly calendar, staff is presenting the Commission's revenue and expenditure data for Fiscal Year 1998-99 that ended on June 30, 1999.

## SUMMARY

The attached charts depict the Commission's revenues and expenditures as of June 30, 1999. The following notes provide explanations for certain key points:

### *Chart 1 - Revenue*

All of the revenue percentages depicted were calculated as a ratio of the actual revenue collected against the amounts projected in the Spring of 1999.

- The total revenue collected for the Teacher Credentials Fund for fiscal year 1998-99 was 2% over the amount projected in the Spring. When comparing this data with the projections made in the Fall of 1998, the total was 7% over the projection which indicates that the overall demand for credentials remains strong.
- In comparing fiscal year 1998-99 revenue to that collected in fiscal year 1997-98, the 1998-99 revenue is down by 7%. This reduction is attributed to the mandated lowering of the credential fee from \$70 to \$60.
- Revenues collected and deposited in the Test Development and Administration Account (TDAA) for fiscal year 1998-99 are for all examinations administered through June 30, 1999. Although the actual collections of \$9.3 million are slightly less than the Spring projection of \$9.4 million, the total collected is 10% more than the Fall projection, which again indicates strong demand for new and/or additional credentials.
- While examination revenue overall was higher than originally anticipated, the particular examinations with the greatest increase over the Fall projections were (in descending order) the

single subject matter exams, the Multiple Subject Assessment for Teachers exam, and the Reading Instruction Competence Assessment (RICA).

- The total TDAA revenue for fiscal year 1998-99 was 25% higher than that of fiscal year 1997-98. This was due entirely to the addition of the first complete year of the RICA administration.

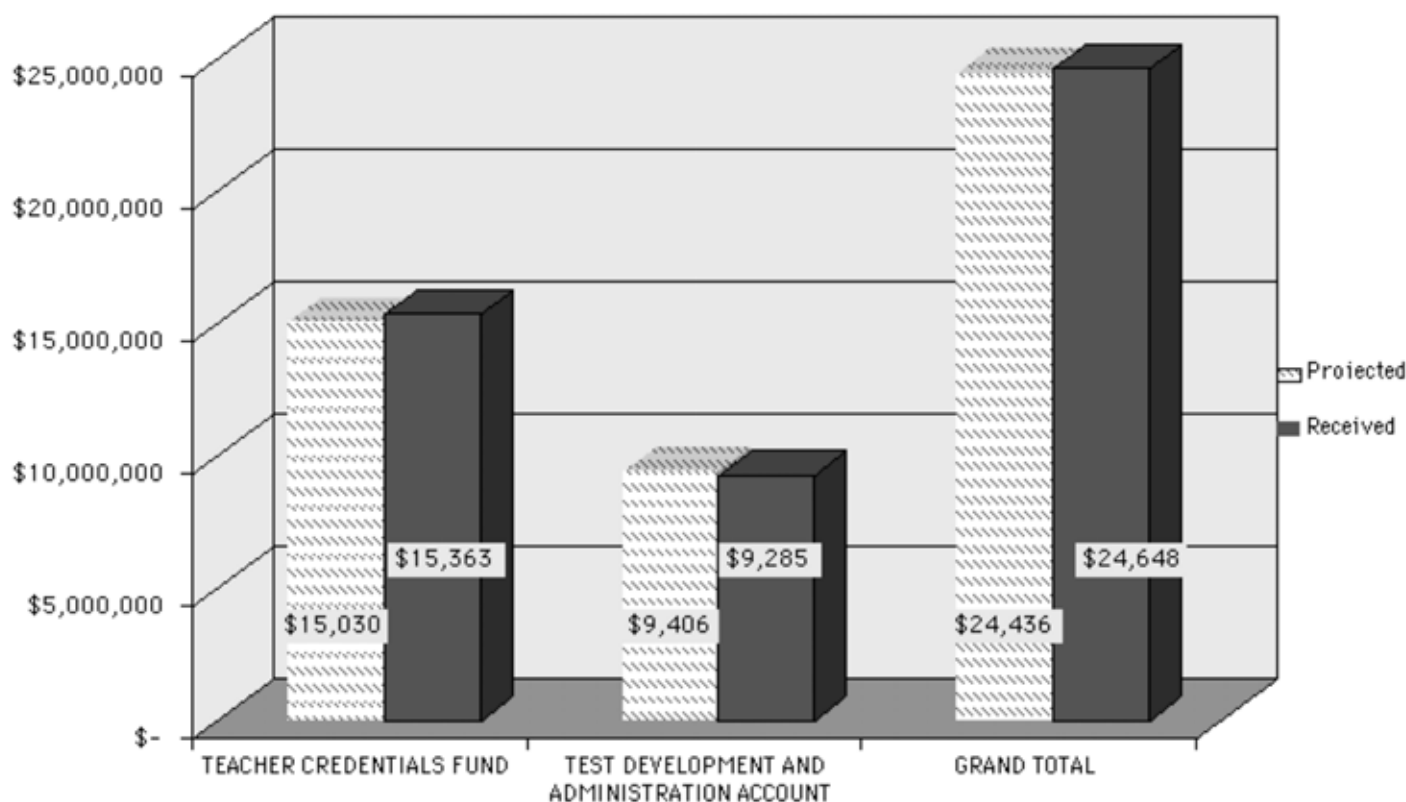
## Chart 2 - Expenditures

- "Personal Services" costs in comparison with the budgeted amounts reflect salary savings accrued due to delays in filling new positions earlier in the fiscal year and difficulties experienced in finding qualified candidates in the Examinations and Research area.
- The total "Operating Expenses & Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to incur at a future date).
- The total surplus of \$1.3 million (\$25.9 million budgeted vs. \$24.6 million expended) is due to the salary savings noted above as well as a \$1.1 million "carry-over" in funds budgeted for the development of the Teaching Performance Assessment. This amount was re-appropriated in the 1999 Budget Act for use in the current fiscal year.

Staff is available to answer any questions the Commissioners may have.

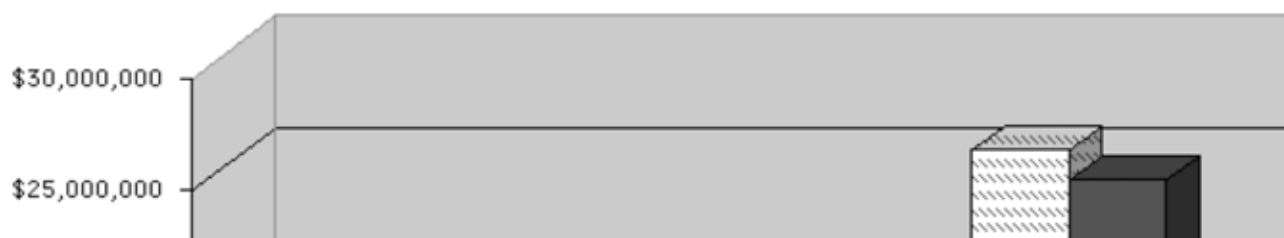
**CCTC Revenue - Fiscal Year 1998/99**  
(Amounts in Thousands)

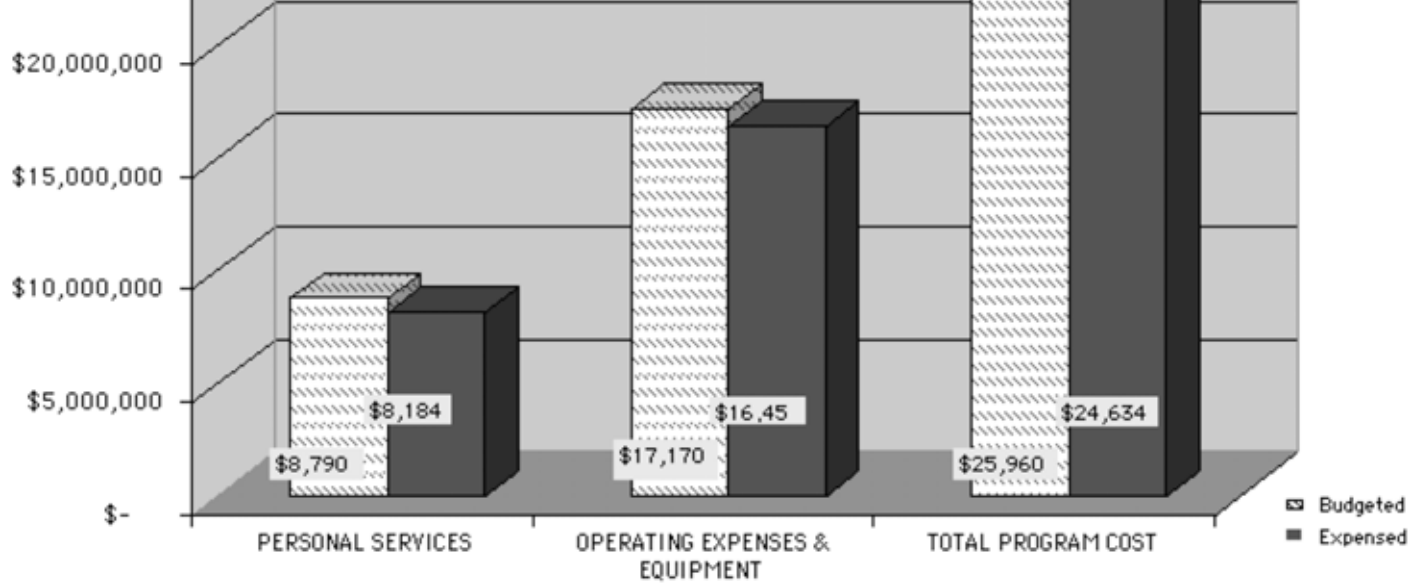
Chart 1



**CCTC Expenditures - Fiscal Year 1998/99**  
(Amounts in

Chart 2





[Back to the Top](#) |  
[Back to October 1999](#)  
[Agenda](#) |  
[Return to "Agenda Archives"](#) |  
[Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** FPPC-2

**Committee:** Fiscal Planning and Policy

**Title:** Update on the Management Study Mandated by the 1999 Budget Act

✓ Information

**Prepared by:** Karen Romo, Analyst

Fiscal and Business Services

---

## BACKGROUND

The Commission's Budget as outlined in the Budget Act, contains a provision that requires the transfer of up to \$250,000 to the Legislative Analyst Office (LAO) for the purposes of contracting for a comprehensive management study of the Commission's organizational structure and credential processing protocols. This item provides an update on the progress of this contract.

## SUMMARY

On August 27, 1999, a bidders' conference was held for the California Commission on Teacher Credentialing (CCTC) Management Study. Following the bidders' conference, the three agencies charged with overseeing the study (the LAO, the Department of Finance, and the CCTC) revisited the Request for Proposals' (RFP) requirement that the contractor for any recommended information technology system prepare a Feasibility Study Report (FSR). The three agencies jointly decided to amend the RFP, replacing the FSR provision with a requirement for an Alternative Procurement Business Justification, a format that focuses on business needs rather than a proposed technological solution.

The deadline for submission of proposals to the LAO is September 22, 1999. The three-agency team will evaluate these proposals and rank them based on the scoring criteria outlined in the RFP. The contract will be awarded to the bidder whose proposal demonstrates the greatest likelihood of meeting the objectives and requirements of this study at the least cost. The contract is expected to be awarded in mid-October 1999.

Staff is available to answer any questions the Commissioners may have.





[Return to "Agenda](#)

[Archives" |](#)

[| Return to "About CTC" |](#)

Home



# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** FPPC-3

**Committee:** Fiscal Planning and Policy

**Title:** Overview of the State Budgetary Process

✓ Information

**Prepared by:** John Walstrom, Analyst  
Fiscal and Business Services

---

## BACKGROUND

As directed by the Commission at its September 1999 meeting, staff will present a brief overview of the State's budgeting process.

## SUMMARY

The State's budgeting process is a dynamic activity consisting of many tasks both technical and political in nature. To gain a better understanding of this important activity, Commission staff has prepared a visual presentation that outlines the key events that occur throughout the annual budgeting cycle, from initial preparation activities to enactment of the Budget Act. To simplify this presentation, it includes a general overview of the budgetary process only, with the more technical aspects omitted (e.g., the specific schedules and reports required by the Department of Finance).

Additionally, to aid in the Commissioner's understanding of the state's budgetary process, staff has prepared four documents that are included as appendices to this item (*NOTE: not available in the website version of this agenda item*):

1. A flowchart depicting the receipt of revenue through the expending of these receipts,
2. A calendar showing the chronology of key events within the budget cycle,
3. A narrative describing the California budget process, and
4. A glossary of key budget terminology.

Additional information pertaining to the budget process can be viewed at the



Department of Finance website [<http://www.dof.ca.gov>].

Staff is available to answer any questions the Commissioners may have.

---

| [Back to the Top](#) |

| [Back to October 1999](#)

[Agenda](#) |

| [Return to "Agenda](#)

[Archives"](#) |

| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** C&CA-1

**Committee:** Credentials and Certificated Assignments

**Title:** Survey Results of New Teachers Seeking Employment

✓ Information

**Prepared by:** Mark McLean, Program Analyst  
Certification, Assignment and Waivers Division

---

## Employment Survey of Newly Credentialed Teachers September 21, 1999

### Summary

This report examines the results of a survey of newly credentialed teachers in California which was undertaken to determine the efforts those individuals have made to obtain employment as a teacher and their success in those efforts. The results of this report provide insight into the percentages of fully trained teachers who are being employed and the continued utilization of emergency permits.

### Fiscal Impact

There is no fiscal impact resulting from this report.

### Policy Issues to Be Resolved

Do the percentages of newly credentialed teachers being employed in California warrant revisions in regulations related to emergency permits and waivers?

### Background

In recent years there has been growing concern about California's inability to provide enough fully trained teachers to meet staffing needs and the need to hire teachers on the basis of emergency permits and waivers. These concerns point to the question of how many of the teachers who obtain full certification are being employed.

In response to these concerns, staff conducted a survey of teachers who obtained their first full multiple or single subject credentials between July of

1997 and June of 1998. Surveys were sent to 2700 teachers including 1900 who completed their teacher preparation program in California and 800 who completed their program in another state or country. Responses were received from 761 (40%) of the California trained teachers and 251 (31%) teachers trained in other regions. The teachers were asked about the type of California certification they hold, where they completed their credential program, whether they have applied for and found a teaching position, how many employers they contacted to find a position, where they are employed and whether or not they intend to pursue a teaching position in the future if they are not currently teaching. Teachers who completed their preparation program outside of the state were also asked about their reasons for seeking a position in California. Samples of the surveys sent to each group may be found in [Appendix sections A and B](#).

**Survey Results For California Trained Teachers**

Among the 761 California trained respondents, 545 (72%) hold multiple subject credentials and 241 (32%) hold single subject credentials. These numbers add up to more than 100% as 25 respondents stated that they hold both credentials.

The subject areas of the single subject credentials held by California trained respondents are displayed in [Table 1](#). The total number of majors is slightly more than the number of respondents as some of the teachers have credentials with more than one major. The largest number of credentials are in social science and English which is consistent with the fact that the Commission does not currently recognize these subjects as statewide shortage areas. While credentials in the recognized shortage areas of biological sciences and mathematics were among the largest numbers obtained by the respondents, those numbers do not approach those in social science and English. Credentials in the other science shortage areas of chemistry, geosciences and physics were quite low.

**Table 1**  
**Majors on Single Subject Credentials Held By California Trained Respondents**

<b>Agriculture</b>	<b>3</b>
<b>Art</b>	<b>12</b>
<b>Biological Sciences</b>	<b>24</b>
<b>Business</b>	<b>7</b>
<b>Chemistry</b>	<b>7</b>
<b>English</b>	<b>53</b>
<b>Geosciences</b>	<b>3</b>
<b>Health Science</b>	<b>4</b>
<b>Home Economics</b>	<b>1</b>
<b>Industrial Technology Education</b>	<b>2</b>
<b>Language Other Than English: German</b>	<b>1</b>
<b>Language Other Than English:</b>	<b>9</b>

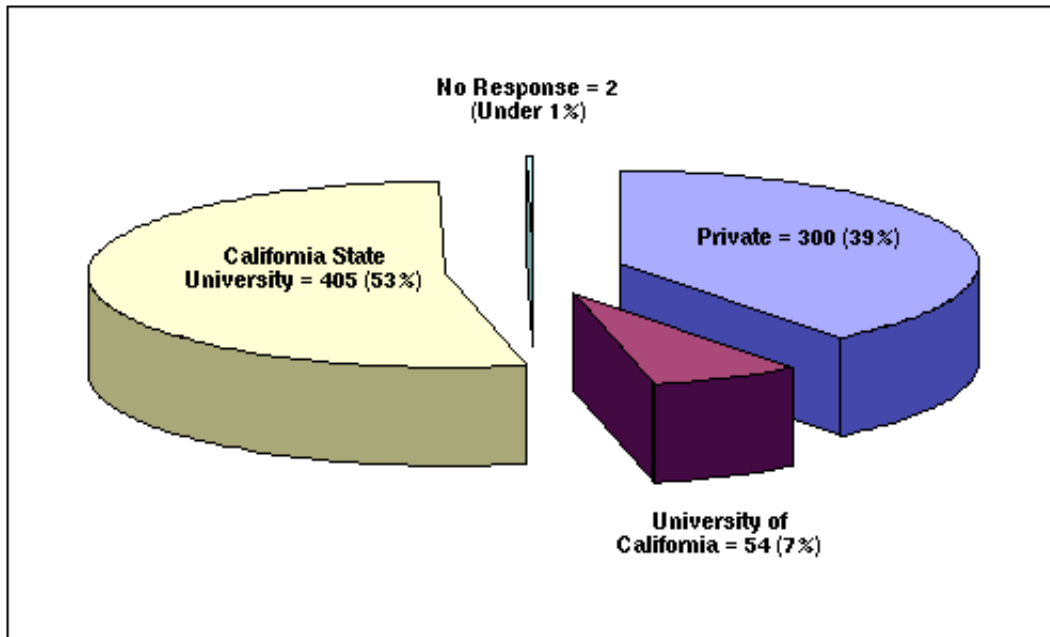
<b>Spanish</b>	
<b>Mathematics</b>	<b>20</b>
<b>Music</b>	<b>3</b>
<b>Physical Education</b>	<b>16</b>
<b>Physics</b>	<b>5</b>
<b>Social Science</b>	<b>58</b>
<b>No Subject Indicated</b>	<b>22</b>
<b>TOTAL</b>	<b>250</b>

The surveys asked about any additional authorizations the individuals had on their credentials which would help increase their likelihood of employment. **Table 2** shows the CLAD, BCLAD and supplementary authorizations held by the respondents. Three hundred and thirty-nine (62%) of the respondents with multiple subject credentials and 104 (43%) of the respondents with single subject credentials hold CLAD authorizations. All of the BCLAD authorizations held by respondents were for serving Spanish speaking students. The largest numbers of supplementary authorizations on multiple subject credentials were in English (56), social science (17) and art (13). On single subject credentials the largest numbers of supplementary authorizations were in chemistry (13), introductory math (10), introductory science (10), introductory English (8) and introductory social science (8). Supplementary authorizations on multiple subject credentials and "introductory" subjects on single subject credentials authorize service in grades 9 and below whereas specific subject supplementary authorizations on single subject credentials authorize service through grade 12.

**Table 2**  
**Credentials With Additional Authorizations Held By California Trained Respondents**

	<b>CLAD</b>	<b>BCLAD</b>	<b>Supplementary Authorization</b>
<b>Multiple Subject</b>	<b>339</b>	<b>40 (All Spanish)</b>	<b>126</b>
<b>Single Subject</b>	<b>104</b>	<b>11 (All Spanish)</b>	<b>82</b>

The breakdown of the types of California institutions which recommended respondents for their credential is shown in **Figure 1**. Over half (53%) were recommended by institutions in the California State University system and nearly forty percent were recommended by private institutions. This information is consistent with the data in the Commission's 1998 report on institutional recommendations. Responses to this survey were received from individuals who completed programs at all 22 California State University campuses, 8 University of California campuses and 38 private universities. The wide range of institutions which recommended these respondents indicates that the responses represent a geographic range that covers a large portion of the state.

**Figure 1****Institutions Which Recommended California Respondents**

**Table 3** below provides details of the responses to questions regarding the individuals' efforts to find a teaching position. Of the 761 California trained teachers who responded to the survey, 718 (94%) stated that they sought a teaching position since earning their credential. A similar study of the employment patterns of recent graduates of California teacher education programs which was coordinated for the Commission in 1993 by Dr. Dennis Tierney showed that 91% of the respondents conducted an immediate job search after earning their credential. Fifteen of those surveyed in the current study stated that they did not "seek" a position because they were already employed in teaching positions at the time that they earned their credential. This would indicate that these individuals were serving on emergency permits or in private schools before obtaining the credential. Overall, of the 733 California trained respondents who sought or already held a position, 667 (91%) are employed as teachers.

**Table 3****California Respondents' Efforts to Obtain a Teaching Position**

	Yes	No	Already Held Teaching Position	No Response
<b>Sought Teaching Position?</b>	<b>718</b>	<b>28</b>	<b>15</b>	
<b>Found Teaching Position (Among Those Who Sought Position)?</b>	<b>652</b>	<b>66</b>	<b>N/A</b>	
<b>If Did Not Seek Position, Will Pursue in the Future?</b>	<b>22</b>	<b>5</b>	<b>N/A</b>	<b>1</b>

The above table also indicates that, of the 28 respondents who did not seek a teaching position, 22 (79%) intend to do so in the future. The most common reasons given for not pursuing a teaching position included plans to stay home with children (8), plans to continue education (6), and employment in another field (4).

The individuals who sought, but did not find, a teaching position were asked about their future plans relative to teaching. The responses provided in [Table 4](#) show that 26 (39%) of these 66 individuals are employed in another field but 51 (77%) intend to continue searching for a teaching position. Of the nine respondents who stated that they will not pursue teaching, the reasons cited included low pay (2), school politics (2) and difficulties with finding a position (2). One of the latter individuals explained that there were no opportunities in his credential subject area (social science).

**Table 4**  
**California Trained Respondents Who Sought But Did Not Obtain A Teaching Position**

	Yes	No	No Response
<b>Employed In Another Field?</b>	<b>26</b>	<b>34</b>	<b>6</b>
<b>Continue To Seek A Teaching Position?</b>	<b>51</b>	<b>9</b>	<b>6</b>

Further review of the survey responses show that, of the 66 California trained teachers who sought but did not find a position, 44 hold multiple subject credentials. Twenty-nine of those also included a CLAD authorization. The 22 single subject credentials held by California trained respondents who did not find a position were all in non-shortage areas including 11 in social science and 4 in English.

Of the 667 respondents who indicated that they found a position, the information in [Table 5](#) shows that over half (52%) applied to no more than two employers prior to obtaining their job. Eighty-one percent were employed after applying with up to five employers. This indicates that the majority of trained teachers are having relatively little difficulty in finding positions after completing their credential program. Twenty-five individuals stated that they applied to "0" employers which may indicate that they were already employed or obtained a position at the school where they completed student teaching.

**Table 5**  
**Number of Employers California Trained Respondents Applied to Before Finding Position**

Number of Districts	Number of Individuals
<b>0</b>	<b>25 (4%)</b>
<b>1</b>	<b>186 (28%)</b>
<b>2</b>	<b>135 (20%)</b>
<b>3</b>	<b>90 (13%)</b>
<b>4</b>	<b>59 (9%)</b>
<b>5</b>	<b>44 (7%)</b>
<b>6-10</b>	<b>63 (9%)</b>
<b>11-15</b>	<b>13 (2%)</b>

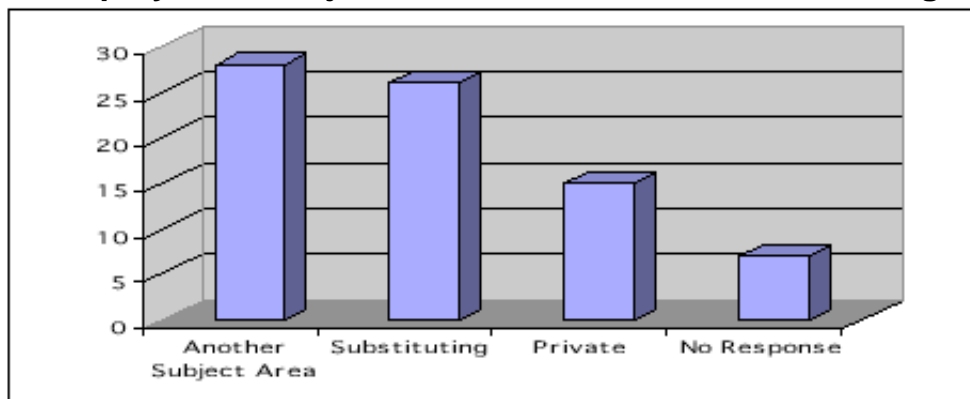
<b>More Than 15</b>	<b>9 (1%)</b>
<b>No Response</b>	<b>43 (6%)</b>
<b>TOTAL</b>	<b>667</b>

In comparison, Dr. Tierney's 1993 study showed that only 18% of the respondents applied to only one employer before finding employment. Twenty-four percent of the respondents to that survey applied to two or three employers and 25% applied with four to six employers. The larger numbers of individuals obtaining positions after applying to fewer employers is an indicator of the increased need for teachers in recent years.

The current survey asked those who have teaching positions whether or not they are employed in the subject area of their credential. Five hundred and seventy-seven (86%) stated that they are employed under their specific credential. Sixty-eight (10%) responded that they are not employed in their credential area. The remaining twenty-two did not provide a response.

Figure 2 provides information regarding the assignments of the 68 teachers who are not employed in the area of their credential. As Figure 2 displays, the majority are teaching in another subject area. Such assignments would require that the individual hold a credential in the other area, obtain an emergency permit or be employed on the basis of an Education Code or Title 5 Regulation. Among the 27 teachers who are serving in another subject area, 20% indicated they are serving in special education assignments. Another 25 respondents are serving as substitute teachers. A few of the teachers gave more than one response as they are serving as substitutes and in another part-time, adult school or private school position.

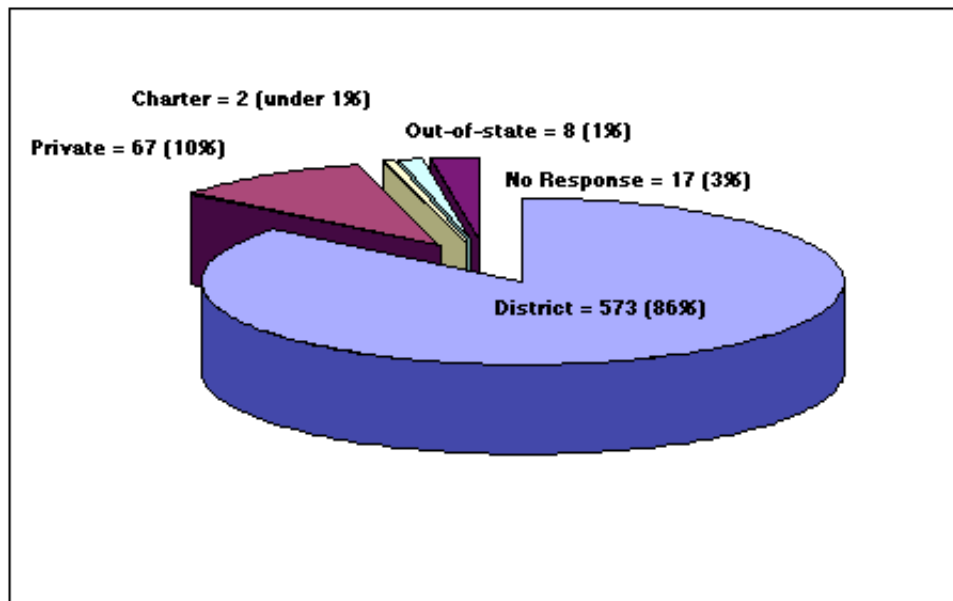
**Figure 2**  
**If Not Employed in Subject Area of Credential, Current Assignment**



To determine the effect that these recently employed individuals are having in helping to relieve the teacher shortage in California's public schools, the survey asked about the school in which the respondents are employed. Of the 667 individuals who indicated that they are employed as teachers, 573 (86%) are employed in school districts and 67 (10%) are employed in private schools as Figure 3 shows. Further, Table 6 breaks down the counties in which the respondents are employed. Forty counties in both rural and urban settings in virtually every region of the state are represented on the chart

**Figure 3**

## Schools Where California Trained Respondents are Employed



**Table 6**

### Counties Where California Trained Respondents are Employed

Alameda	14	San Francisco	17
Amador	1	San Joaquin	12
Butte	5	San Luis Obispo	4
Colusa	1	San Mateo	22
Contra Costa	16	Santa Barbara	13
El Dorado	1	Santa Clara	17
Fresno	18	Santa Cruz	9
Humboldt	5	Shasta	3
Imperial	1	Siskiyou	2
Kern	11	Solano	6
Los Angeles	152	Sonoma	11
Madera	2	Stanislaus	9
Marin	14	Sutter	1
Merced	3	Tulare	2
Monterey	6	Tuolumne	1
Napa	3	Ventura	19
Orange	73	Yolo	4
Placer	2	Yuba	1
Riverside	12	Out-of-State	10
Sacramento	25	No Response	14
San Bernardino	10	TOTAL	667
San Diego	115		



## Survey Results For Teachers Trained Outside of California

A total of 251 surveys were received from individuals who completed their teacher preparation outside of California. One hundred and seventy (68%) of these out-of-state trained teachers hold multiple subject credentials and 96 (38%) hold single subject credentials. Fifteen of these respondents hold both types of credentials.

In [Table 7](#) the subject areas of the single subject credentials held by out-of-state trained respondents are displayed. As with the California trained respondents, some of the teachers trained outside the state have credentials with more than one major. Again the largest number of single subject credentials are in the non-shortage subjects of social science and English. Those two areas accounted for 45% of the subjects. Few of the credentials earned by this group of respondents were in the shortage areas of math and the sciences.

**Table 7**  
**Majors on Single Subject Credentials Held By Out-of-State Trained Respondents**

<b>Agriculture</b>	<b>2</b>
<b>Art</b>	<b>4</b>
<b>Biological Sciences</b>	<b>7</b>
<b>Business</b>	<b>3</b>
<b>Chemistry</b>	<b>4</b>
<b>English</b>	<b>23</b>
<b>Geosciences</b>	<b>2</b>
<b>Home Economics</b>	<b>3</b>
<b>Industrial Technology Education</b>	<b>4</b>
<b>Language Other Than English: French</b>	<b>3</b>
<b>Language Other Than English: Japanese</b>	<b>1</b>
<b>Language Other Than English: Spanish</b>	<b>4</b>
<b>Language Other Than English: Vietnamese</b>	<b>1</b>
<b>Mathematics</b>	<b>5</b>
<b>Music</b>	<b>3</b>
<b>Physical Education</b>	<b>5</b>
<b>Physics</b>	<b>2</b>
<b>Social Science</b>	<b>23</b>
<b>No Subject Indicated</b>	<b>4</b>
<b>TOTAL</b>	<b>103</b>

The out-of-state trained teachers were also asked about additional authorizations they have obtained. [Table 8](#) shows the numbers of CLAD, BCLAD and supplementary authorizations the respondents hold. The

percentages of additional authorizations are much smaller than those for the California trained respondents. Only 10% of the multiple subject credential holders and 2% of the single subject credential holders indicated that they have CLAD authorizations. BCLAD authorizations were obtained by 3% of the multiple subject credential holders and 5% of the single subject credential holders. Supplementary authorizations earned by these respondents were similarly low with only 6 on multiple subject credentials and 5 on single subject credentials. It is likely that the out-of-state credential applicants are unaware of the availability of these documents or have not had the opportunity to complete requirements for each, particularly in the case of CLAD and BCLAD authorizations. Since the CLAD and BCLAD Emphasis authorizations which are placed directly on multiple or single subject credentials are only available through California institutions, in most cases out-of-state applicants must complete additional courses or examinations to earn separate certificates for CLAD and BCLAD.

**Table 8**  
**Credentials with Additional Authorizations Held By Out-of-State Trained Respondents**

	CLAD	BCLAD	Supplementary Authorization
Multiple Subject	17	5 (All Spanish)	6
Single Subject	2	5(3 Spanish, 2 Vietnamese)	5

Table 9 shows the states in which the respondents completed their credential program. The results show that respondents came from 41 states which demonstrates that teachers are being attracted from all over the country. The largest numbers have come from New York, Texas and Illinois. A significant number also completed credential programs in other countries. About one-third of the 25 respondents trained outside of the country came from Canada.

**Table 9**  
**States Where Out-of-State Respondents Were Trained**

Alabama	2	Nebraska	2
Alaska	2	Nevada	8
Arizona	9	New Jersey	5
Arkansas	1	New Mexico	3
Colorado	10	New York	25
Connecticut	5	North Carolina	2
Florida	4	Ohio	5
Georgia	2	Oklahoma	1
Hawaii	3	Oregon	10
Idaho	3	Pennsylvania	11
Illinois	14	Rhode Island	1

<b>Indiana</b>	<b>5</b>	<b>South Carolina</b>	<b>1</b>
<b>Iowa</b>	<b>3</b>	<b>Tennessee</b>	<b>2</b>
<b>Kansas</b>	<b>1</b>	<b>Texas</b>	<b>18</b>
<b>Kentucky</b>	<b>2</b>	<b>Utah</b>	<b>6</b>
<b>Maryland</b>	<b>2</b>	<b>Virginia</b>	<b>6</b>
<b>Massachusetts</b>	<b>9</b>	<b>Washington</b>	<b>8</b>
<b>Maine</b>	<b>1</b>	<b>Wisconsin</b>	<b>9</b>
<b>Michigan</b>	<b>7</b>	<b>Wyoming</b>	<b>3</b>
<b>Minnesota</b>	<b>7</b>	<b>Outside of the United States</b>	<b>25</b>
<b>Missouri</b>	<b>2</b>	<b>No Response</b>	<b>4</b>
<b>Montana</b>	<b>2</b>	<b>TOTAL</b>	<b>251</b>

**Table 10** provides information on the respondents' efforts to find employment as a teacher. Of the 251 responses received, 218 (87%) stated that they had searched for a teaching position since obtaining their California credential. Again, 12 of those surveyed stated that they did not "seek" a position because they were already employed in teaching positions at the time that they earned their credential. A total of 194 (84%) of the 230 out-of-state trained respondents who sought or already held a position are employed as teachers.

**Table 10**  
**Out-of-State Trained Respondents' Efforts to Obtain a Teaching Position**

	<b>Yes</b>	<b>No</b>	<b>Already Held Teaching Position</b>	<b>No Response</b>
<b>Sought Teaching Position?</b>	<b>218</b>	<b>21</b>	<b>12</b>	
<b>Found Teaching Position (Among Those Who Sought Position)?</b>	<b>182</b>	<b>30</b>	<b>N/A</b>	<b>6</b>
<b>If Did Not Seek Position, Will Pursue in the Future?</b>	<b>13</b>	<b>2</b>	<b>N/A</b>	<b>6</b>

Of the 21 individuals who did not seek a position, 13 (62%) indicated that they intend to pursue a teaching position in the future. Some of the reasons cited for not seeking a California teaching position included being employed out-of-state (4) and working in another field (3). Two individuals stated that they were still in the credentialing process. This may mean that they only recently received their credentials and did not want to apply until they had their documents or they are pursuing certification in another field. Only one respondent indicated that low pay influenced their decision not to apply for positions.

Respondents who sought, but were not able to find, a teaching position were asked about their future plans related to teaching. Nine of the 30

individuals who did not find a position indicated that they are employed in another field as detailed in [Table 11](#). However, 24 intend to continue applying for teaching positions. Four stated that they will not continue their search for a teaching job. Three of these individuals stated that they felt California's credential requirements were too much or unfair and one person stated that she returned to her home state for this reason. One respondent stated that the pay is too low and another expressed a concern that California employers do not compensate teachers for holding advanced degrees.

**Table 11**  
**Out-of-State Trained Respondents Who Sought But Did Not Obtain A Teaching Position**

	Yes	No	No Response
Employed In Another Field?	9	19	2
Continue To Seek A Teaching Position?	24	4	2

Among the 30 respondents who stated that they sought a position, but were unsuccessful in finding one, 20 indicated that they hold a multiple subject credential. The other most common credentials held by individuals in this group included single subject credentials in the non-shortage areas of social science (6) and English (4).

The survey participants were also asked about the factors that caused them to seek a position in California. [Table 12](#) shows that 98, or nearly 40% of the 251 respondents indicated that their spouse's job or education goals were the main reason for coming to California. Other common reasons included the fact that friends or family live here (21%), climate or activities available (20%), and the availability of positions due to California's teacher shortage (19%). Only 5% stated that they were recruited. Many of those surveyed gave more than one response as is indicated by the total of 294 responses.

**Table 12**  
**Why Out-of-State Trained Respondents Sought Position In California**

Recruited	12
Spouse's Job/Education	98
California Teacher Shortage	46
Climate/Activities In California	50
Family/Friends In California	53
California Is Home	15
Returning To Teaching	8
Married California Resident	3
Career Change	2
Other	6

No Response	1
<b>TOTAL</b>	<b>294</b>

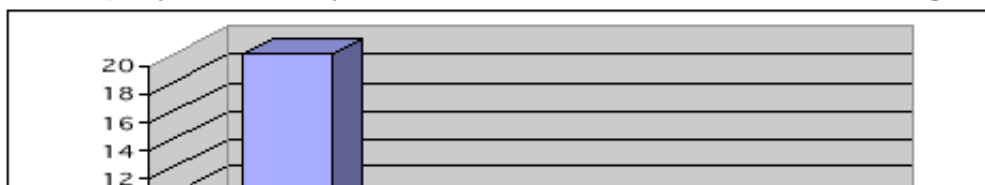
The out-of-state trained participants were also asked about the number of districts they applied to before finding their job. The results shown in [Table 13](#) are similar to those for the California trained respondents as over half indicated that they applied to no more than two employers before being hired. Three-fourths applied with up to five employers. Again, it appears that most credentialed teachers are finding employment without needing to do an extensive search.

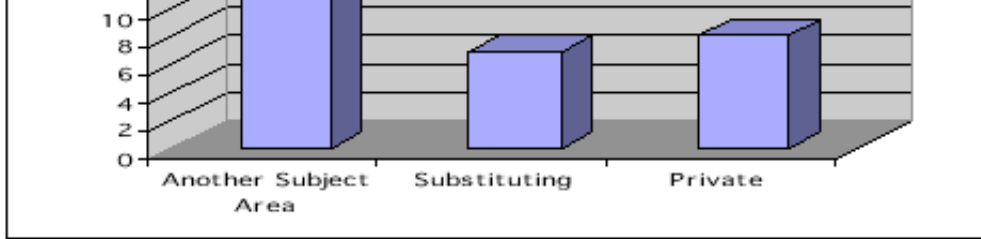
**Table 13**  
**Number Of Districts Out-of-State Trained Respondents Applied To Before Finding A Position**

Number of Districts	Number of Individuals
0	6
1	63
2	31
3	21
4	15
5	9
6-10	27
11-15	5
More Than 15	6
No Response	11
<b>TOTAL</b>	<b>194</b>

One hundred and fifty-six (80%) of the respondents who indicated that they have a position are employed in their credential area. Again, the total number includes individuals who stated that they did not seek a position because they were employed prior to obtaining their California credential. Thirty-two (16%) are not employed in the area of their credential. There was no response indicated on 6 of the returned surveys. [Figure 4](#) shows that about half of the teachers who are not teaching the subject on their credential are employed in another credential area. About one-third of the respondents employed in another credential area are serving in special education assignments while others indicated that they are serving as library media teachers, bilingual teachers or serving in alternative education settings.

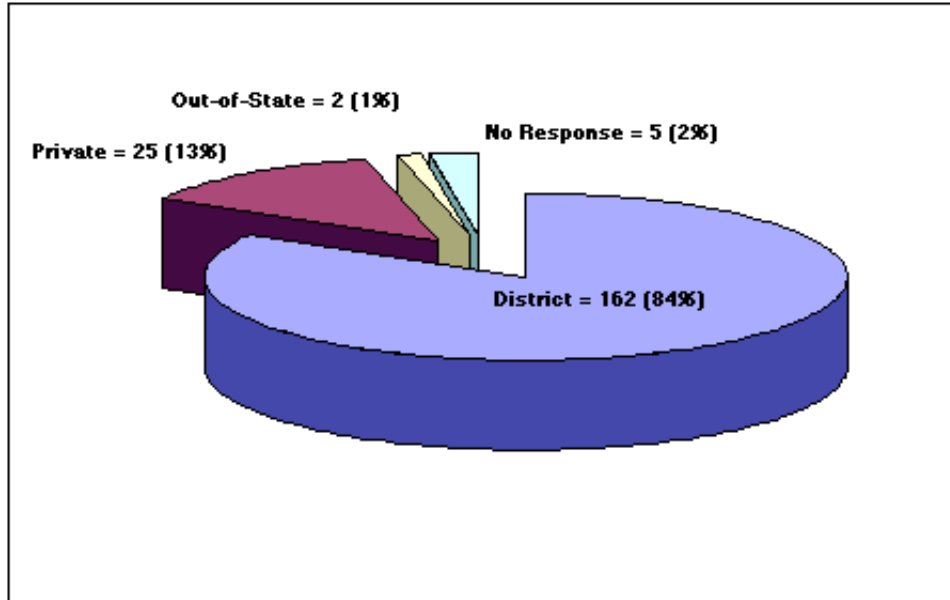
**Figure 4**  
**If Not Employed in Subject Area of Credential, Current Assignment**





As shown in [Figure 5](#), one hundred and sixty-two (84%) of the out-of-state trained teachers who have found positions in California are serving in public school districts while about 13% are employed in private schools. These percentages are comparable to those for California trained respondents.

**Figure 5**  
**Schools Where Out-of-State Trained Respondents are Employed**



The results of the survey showed that the out-of-state trained respondents are employed in 32 counties around the state. [Table 14](#) identifies those counties and the number of respondents employed in each. While some of the more rural counties are not represented, the distribution appears to have covered most regions of the state.

**Table 14**  
**Counties Where Out-of-State Trained Respondents are Employed**

<b>Alameda</b>	<b>15</b>	<b>San Bernardino</b>	<b>6</b>
<b>Contra Costa</b>	<b>11</b>	<b>San Diego</b>	<b>19</b>
<b>El Dorado</b>	<b>1</b>	<b>San Francisco</b>	<b>1</b>
<b>Fresno</b>	<b>1</b>	<b>San Joaquin</b>	<b>1</b>
<b>Imperial</b>	<b>1</b>	<b>San Mateo</b>	<b>7</b>
<b>Kern</b>	<b>1</b>	<b>Santa Barbara</b>	<b>4</b>
<b>Kings</b>	<b>1</b>	<b>Santa Clara</b>	<b>14</b>
<b>Lassen</b>	<b>1</b>	<b>Santa Cruz</b>	<b>1</b>
<b>Los Angeles</b>	<b>30</b>	<b>Solano</b>	<b>2</b>

<b>Marin</b>	<b>4</b>	<b>Sonoma</b>	<b>4</b>
<b>Mono</b>	<b>1</b>	<b>Stanislaus</b>	<b>2</b>
<b>Monterey</b>	<b>5</b>	<b>Ventura</b>	<b>3</b>
<b>Napa</b>	<b>1</b>	<b>Yolo</b>	<b>1</b>
<b>Nevada</b>	<b>3</b>	<b>Yuba</b>	<b>1</b>
<b>Orange</b>	<b>27</b>	<b>Out-of-State</b>	<b>2</b>
<b>Placer</b>	<b>3</b>	<b>No Response</b>	<b>3</b>
<b>Riverside</b>	<b>6</b>	<b>TOTAL</b>	<b>194</b>
<b>Sacramento</b>	<b>11</b>		

## Considerations

In gathering the data from this survey staff hoped that the responses would help to determine whether significant percentages of the teachers who are obtaining certification and pursuing teaching positions are being employed. Another purpose of the survey was to find out if large numbers of individuals are earning credentials but not looking for teaching positions. While this survey is not the definitive instrument for determining that information, it does provide some insight into employment trends for recently certificated teachers.

The results of this survey showed that the vast majority of respondents from both of the groups surveyed, California-trained (94%) and out-of-state trained (87%), sought positions after earning their credential. Also, over 80% of those who did not seek a position intend to do so in the future. This indicates that the majority of these individuals obtained their credential with the intent to teach rather than use the document as something to "fall back on" should other opportunities not become available.

Further review of the data shows that 91% of the California trained respondents and 84% of the respondents trained out-of-state who sought employment as a teacher found a teaching position after earning their California credential. While it is encouraging that a large percentage of California trained respondents found positions, the high percentage of out-of-state trained respondents who did not find a position is disappointing even though the actual number is relatively small (30). Some of this may be explained by challenges faced by those individuals in searching for positions in a new environment with employers who are unfamiliar with them.

The percentage of respondents who found positions is relatively high. However, given the teacher shortage that California is experiencing, it is curious that the number of these individuals finding employment is not much closer to 100%. Particularly surprising is the fact that, of the respondents who sought but did not find a position, two-thirds of the individuals in each group surveyed hold multiple subject credentials for service in self-contained classrooms. This is an area for which there is currently a severe shortage of teachers and for which large numbers of emergency permits have been issued. While every individual who holds a credential may not necessarily meet specified employment criteria for a position, it would appear that a larger number of these fully trained teachers would be employable compared to individuals who are beginning the preparation

program and only qualify for an emergency permit.

While more of the respondents may have found positions since completing the survey, it is possible that other individuals have not found positions due to specific qualities that they are looking for in a job. Although this survey did not ask the participants questions related to this issue, the Commission's 1993 study showed that the five most important reasons teachers applied to particular schools were 1) proximity to their home, 2) the teaching assignment available, 3) general reputation of the school, 4) pay and benefits, and 5) previous experience with the school. If the respondents are limiting their job search to a particular district, school or area, this may explain the reason that some of those individuals have not found positions.

Based upon the results of this survey which show that large numbers of individuals who earn credentials are obtaining positions and the number of those teachers who are not obtaining positions are within a range that may be reasonably explained, there does not appear to be compelling justification for revising regulations related to emergency permits and waivers. However, the Commission may wish to continue monitoring this situation should the number of emergency permits and waivers utilized by employers remain high in coming years.

---

## Appendix A

# Survey of Credential Holders Who Completed a Teacher Preparation Program in California

---



---

### Survey of New Credential Holders

Social Security Number (optional) \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

This will only be used to confirm information about the certification you hold if clarification is necessary.

1) What type of credential do you currently hold?

☐ MULTIPLE SUBJECT



Please indicate if your credential has any of the following additional authorizations:

☐ CLAD

☐ BCLAD. Please list BCLAD language \_\_\_\_\_

☐ Supplementary authorization(s). Please list subject(s) specifically listed as "Supplementary Authorization" on your credential, if any: \_\_\_\_\_

\_\_\_\_\_

☐ **SINGLE SUBJECT**

Authorized field(s) as listed on credential: \_\_\_\_\_

☐ CLAD

☐ BCLAD. Please list BCLAD language \_\_\_\_\_

☐ Supplementary authorization(s). Please list subject(s) specifically listed as "Supplementary Authorization" on your credential, if any: \_\_\_\_\_

\_\_\_\_\_

2) Which California university recommended you for your credential? \_\_\_\_\_

\_\_\_\_\_

3) Have you sought a teaching position since earning your credential?

☐ Yes

☐ No

If no, please explain why. \_\_\_\_\_

If no, do you intend to pursue a teaching position in the future?

☐ Yes

☐ No

4) Have you obtained a teaching position since earning your credential?

☐ Yes

☐ No

(If no, please skip to question #7)

4a) If yes, to how many districts did you apply before obtaining your position?

\_\_\_\_\_

4b) If you are currently employed as a teacher, is it in the subject area of the credential you have indicated in question #1?

☐ Yes

☐ No

4c) If you answered "No" to question #4b, please check the box which applies to your current assignment:

☐ Teaching as a day-to-day substitute

☐ Teaching in private school

☐ Other. Please specify \_\_\_\_\_

5) In which school district or private school are you employed? \_\_\_\_\_

\_\_\_\_\_

6) In which county are you employed? \_\_\_\_\_

7) If you have sought a teaching position but have not obtained such a position, are you employed in another field?

☐ Yes

☐ No

Will you continue to seek a teaching position?

☐ Yes

☐ No

If no, please explain why. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

# Survey of Credential Holders Who Completed a Teacher Preparation Program Outside of California



### Survey of New California Credential Holders Who Completed Preparation Outside of California

Social Security Number (optional) \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

This will only be used to confirm information about the certification you hold if clarification is necessary.

1) What type of credential do you currently hold?

☐ **MULTIPLE SUBJECT**

Please indicate if your credential has any of the following additional authorizations:

☐ CLAD

☐ BCLAD. Please list BCLAD language \_\_\_\_\_

☐ Supplementary authorization(s). Please list subject(s) specifically listed as "Supplementary Authorization" on your credential, if any: \_\_\_\_\_

☐ **SINGLE SUBJECT**

Authorized field(s) as listed on credential: \_\_\_\_\_

☐ CLAD

☐ BCLAD. Please list BCLAD language \_\_\_\_\_

☐ Supplementary authorization(s). Please list subject(s) specifically listed as  
"Supplementary Authorization" on your credential, if any: \_\_\_\_\_

2) In which state did you complete your credential program? \_\_\_\_\_

3) Have you sought a teaching position since obtaining your California credential?

☐ Yes ☐ No

If no, please explain why. \_\_\_\_\_

Do you intend to pursue a teaching position in the future?

☐ Yes ☐ No

4) What was your reason for seeking a teaching position in California?

☐ Recruited by California school district

☐ Heard about California teacher shortage

☐ Relocated due to spouse's job

☐ Climate and/or activities available in California

☐ Family/friends in California

☐ Other. Please specify \_\_\_\_\_

5) Have you obtained a teaching position since earning your credential?

☐ Yes ☐ No (If no, please skip to question #8)

5a) If yes, to how many districts did you apply before obtaining your position?

\_\_\_\_\_

5b) If you are currently employed as a teacher, is it in the subject area of the  
credential you have indicated in question #1?

☐ Yes ☐ No

5c) If you answered "No" to question #5b, please check the box which applies to  
your current assignment:

☐ Teaching as a day-to-day substitute

☐ Teaching in private school

☐ Other. Please specify \_\_\_\_\_

6) In which school district or private school are you employed? \_\_\_\_\_

7) In which county are you employed? \_\_\_\_\_

8) If you have sought a teaching position but have not obtained such a position, are

8) If you have sought a teaching position but have not obtained such a position, are you employed in another field?

☐ Yes

☐ No

Will you continue to seek a teaching position?

☐ Yes

☐ No

If no, please explain why. \_\_\_\_\_  
\_\_\_\_\_

---

| [Back to the Top](#) |

| [Back to October 1999](#)

[Agenda](#) |

| [Return to "Agenda](#)

[Archives"](#) |

| [Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** C&CA-2

**Committee:** Credentials and Certificated Assignments

**Title:** Report on Plans to Promulgate Regulations on Teaching Reading as a Separate Subject

✓ Information

**Prepared by:** Terri Fesperman, Program Analyst

Certification, Assignment and Waivers Division

---

## Report on Plans to Promulgate Regulations on Teaching Reading as a Separate Subject

September 22, 1999

### Summary

The purpose of this item is to present an update on the proposed regulations for teaching reading as a separate subject. In addition, the status of the proposed regulations for the Reading and Language Arts Specialist Teaching Credential will also be presented.

### Fiscal Impact

There is no fiscal impact in this information item.

### Policy Issues to be Resolved

Commission staff will continue to meet with constituent groups to formulate new regulations in regards to teaching reading as a separate subject and the Reading Certificate.

### Background

At the February and March, 1999 Commission meetings, staff presented proposed additions to Title 5 Regulations (Sections 80014.3 and 80066) pertaining to teaching reading as a separate subject on a basic teaching credential and the Reading and Language Arts Specialist Credential. The proposed regulations included authorization statement and requirements for the Reading and Language Arts Specialist Teaching Credential. There was no opposition to this section of the regulations. The proposed regulation

also included an authorization statement for teaching reading as a separate subject. Individuals responded both in favor and in opposition to this section.

The public hearing on these two sections of regulations was held on June 3, 1999. Staff presented a summary of the responses both in favor and in opposition to the proposed regulations. The concerns raised at the public hearing were the following: 1) the capacity of the Reading Certificate programs (when and where they will be offered), 2) the implementation date of the regulations was seen as too soon, 3) the grandparenting clause did not include part-time teaching experience equivalency, 4) the possibility that course work completed at the new UC Reading Institute would be acceptable toward the Reading Certificate needed to be researched, and 5) the flexibility to include district training (staff development) programs need to be explored. The Commission voted at the June public hearing to postpone the public hearing for a minimum of 90 days to allow Commission staff time to discuss the concerns raised at the public hearing with representatives from the field.

Commission staff has met with constituent groups and would like more time to continue the discussion. Therefore, staff recommends withdrawing the section of regulations (Section 80014.3) for teaching reading as a separate subject. By withdrawing this one section of the proposed regulations, it allows Commission staff the time to discuss the regulations with representatives from the field. In turn, the public hearing on Section 80066 for the Reading and Language Arts Specialist Teaching Credential authorization and requirements may resume on schedule to allow that section of the regulations to complete the regulatory process within the one year time period established by the Office of Administrative Law (OAL). At the November 4<sup>th</sup> Commission meeting, staff intends to present only Section 80066 for public hearing. The proposed regulations for the Reading and Language Arts Specialist Teaching Credential are to place and an authorization statement and the requirements to earn the credential into regulation. The authorization clarifies the duties that a Reading Specialist can perform at the school site, district or county level. There are no new requirements in the proposed regulations for the credential. There was no opposition to this section of regulations on the authorization or requirements for the Reading and Language Arts Specialist Credential at the June public hearing.

The Reading and Language Arts Specialist Credential authorizes the holder to assist and support the classroom teacher in reading instruction and teaching strategies, select and adapt reading instruction materials, plan and conduct reading staff development, assess student progress and monitor student achievement in reading, provide direct reading intervention work with students, and develop and coordinate reading programs at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults.

At the January 2000 meeting, staff will update the Commission on the meetings with various groups regarding the use of the Reading Certificate. Included with the information item will be the status of Reading Certificate programs and other issues related to teaching reading.

## Timeline for Regulations for Teaching Reading as a Separate Subject

Activity	Sept 99	Oct 99	Nov 99	Dec 99	Jan 2000	Year 2000
Discuss reading regulations with representatives of various constituent groups	X	X	X	X	X	
Information agenda item at the October 6 <sup>th</sup> Commission meeting on timeline for the proposed reading regulations		X				
Withdraw Section 80014.3 for Teaching Reading as a Separate Subject from public hearing process			X			
Resumption at the November 4 <sup>th</sup> Commission meeting of the postponed public hearing on Section 80066 (Reading and Language Arts Specialist Teaching Credential) only			X			
Information agenda item at the January 6 <sup>th</sup> Commission meeting to update the status of the meetings with constituent groups on the reading regulations					X	
Information item (followed by action item) on newly proposed Section 80014.3 on Teaching Reading as a Separate Subject						X





# California Commission on Teacher Credentialing

**Meeting of:** October 6-7, 1999

**Agenda Item Number:** PUB-1

**Title:** Proposed Amendments to Section 80054, Deletion of Section 80523.4, and Addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments

✓ Action

**Prepared by:** Terri Fesperman, Program Analyst

Certification, Assignment and Waivers Division

---

## PUBLIC HEARING

**October 7, 1999**

**Proposed Amendments to Section 80054, Deletion of Section 80523.4, and Addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments**

### Introduction

The proposed amendments to Section 80054, deletion of Section 80523.4, and addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments are being presented for public hearing. Included in this item are the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of the notification distributed in Coded Correspondence 99-9918 mailed August 16, 1999.

### Background of the Proposed Regulations

Education Code Section 44225(e) requires the Commission to "determine the scope and authorization of credentials, to ensure competence in teaching and



other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders." In carrying out these duties, Commission staff has found that some sections of the Education Code pertaining to assignment are sufficiently vague to create confusion or allow questionable interpretation among educational employers.

The Education Code specifies requirements for the Administrative Services Credential, states when a principal is required to hold an administrative credential at a school site, outlines local level assignment options, and exempts some positions from requiring an administrative credential. The Education Code and administrative regulations lack sufficient specificity about what constitute administrative duties and, thus it is unclear what duties a certificated school administrator may perform that other credentialed personnel are not authorized to perform. Education Code Section 44065 lists thirteen areas of responsibility that the Commission is expected to determine which credentials authorize the service, administrative or non-administrative. The Commission has not made such designations in regulations as stipulated in §44065.

The existing content of Title 5 Section 80054 concerning the Administrative Services Credential references the valid period of the clear credential which is out-of-date and does not include the preliminary credential which the Commission has been issuing since 1994. The dating information for the professional clear credential is contained in another section of regulation (80553). The proposed amendments to this section would revise the existing language for the valid period of the credential and propose appropriate content for the requirements for the credential.

The proposed changes to Title 5 §80054 clarify the requirements and the valid period for the preliminary and professional clear Administrative Services Credential. With the addition of the credential requirements to Section 80054 including a designated subjects credential with a bachelor's degree serving as a prerequisite credential, Section 80523.4 is no longer necessary.

Title 5 §80054.5 is being added to define the authorization for the Administrative Services Credential to allow for easier understanding of the authorization for the Administrative Service Credential by employers. Section 80020.4 is being added to allow the holder of a teaching credential to serve as staff developer and §80020.4.1 to allow the holder of a teaching credential to serve as coordinator of a program to clarify for employers who may serve in this type of assignment.

## **Proposed Changes**

### *Section 80054:*

- Subsection (a) includes the requirements for the preliminary Administrative Services Credential as found in EC §44270: a valid prerequisite credential, completion of a professional preparation program, passage of CBEST, verification of experience, and an offer of employment. Applicants prepared in California must apply through a college or university with an accredited program while out-of-state applicants may apply directly to the Commission. The availability of the Certificate of Eligibility is also included in this subsection.
- Subsection (b) describes the validity period of the preliminary credential that ties the dates of the preliminary credential to the expiration date of

the prerequisite credential as described in EC §44270.

- Subsection (c) states that the authorization for the preliminary credential may be found in Section 80054.5.
- Subsection (d) includes the requirements for the professional clear Administrative Services Credential as found in EC §44270.1: valid preliminary Administrative Services Credential, verification of experience, completion of an individualized advanced program, and the recommendation of a college or university with an accredited program.
- Subsection (e) describes the five-year validity period of the professional clear credential as described in EC §44270.1.
- Subsection (f) states that the authorization for the professional clear credential may be found in Section 80054.5.

#### *Section 80523.4:*

With the addition of the credential requirements to Section 80054 including a designated subjects credential with a bachelor's degree serving as a prerequisite credential, Section 80523.4 is no longer necessary.

#### *Section 80054.5:*

- Subsection (a) contains the authorization for the Administrative Services Credential to allow the holder to perform the services in subsections (1) through (8) in grades preschool, K-12, and adults.
- Subsection (a)(1) allows the holder to develop, coordinate and assess instructional programs as found in EC §44065.
- Subsection (a)(2) allows the administrative services credential holder to evaluate both certificated and classified personnel.
- Student discipline as found in EC §44065 and contained in §48000 and sections following is described in subsection (a)(3).
- Subsection (a)(4) contains the authority to perform both certificated and classified personnel discipline as found in EC §44800 and sections following.
- Subsection (a)(5) allows the holder to supervise both certificated and classified personnel.
- Management of fiscal services is specified in subsection (a)(6).
- Subsection (a)(7) describes recruitment, employment, and assignment of certificated and classified personnel as found in EC §44065.
- The authorization to develop, coordinate, and assess student support services as found in EC §44065 is contained in subsection (a)(8).
- Subsection (b) explains that local governing boards are allowed to authorize classified personnel to supervise other classified staff.
- Subsection (c) describes that there are options available in the Education Code to local governing to assign individuals in the area of administrative services.

#### *Section 80020.4:*

- Subsection (a) describes the type of credential an individual serving as a school-site, district or county level staff developer needs to hold. Requiring a credential based on a bachelor's degree, teacher preparation, and student teaching eliminates the holder of an emergency permit or waiver from performing this service.
- Subsection (b) describes that subject specific staff development should be provided by an individual who has either verified their subject area expertise or holds a teaching credentials in the subject area of the staff

development.

#### *Section 80020.4.1:*

- Subsection (a) allows the holder of a teaching credential based on a bachelor's degree and a teacher preparation program including student teaching to serve as school site, district, or county level program coordinator.
- Subsection (b) describes that reading programs at the school site, district or county level must be coordinated by an individual holding the appropriate reading credential or certificate or Administrative Services Credential.
- A grandparenting clause for those individuals who have served for a minimum of three years prior to July 1, 2004 as reading coordinators on their basic teaching credential is included in subsection (c).

#### **Additional Changes**

Staff is recommending two additional changes to the proposed regulations.

First, as a result of discussions with individuals representing adult and vocational education, staff is recommending one change to both Section 80020.4 and Section 80020.4.1. The proposed change is to clarify that individuals who hold designated subjects teaching credentials may serve as a staff developer or program coordinator in their respective adult or vocational subject area. The suggested changes are **blue and underlined** in the text below.

#### **Title 5 80020.4. Teachers Serving as Staff Developer.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.
- (c) The holder of a California designated subjects adult teaching credential may serve as the school-site, school district, and or county staff developer for adult teaching subject areas.**
- (d) The holder of a California designated subjects vocational teaching credential may serve as the school-site, school district, and or county staff developer for vocational teaching subject areas.**

---

Note: Authority cited: Section 44225(q), Education Code. Reference: Section 44225(d), Education Code.

#### **Title 5 Section 80020.4.1. Teacher Serving as Program Coordinator.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as staff development or curricular

development program coordinator designed to improve instruction and enhance student learning at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults

- (b) **The holder of a California designated subjects adult teaching credential may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning for adult teaching subject areas.**
- (c) **The holder of a California designated subjects vocational teaching credential may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning for vocational teaching subject areas.**
- (b) Irrespective of the provisions set out in this section, only individuals who
- (d) hold either the Reading and Language Arts Specialist Credential or Administrative Services Credential may coordinate school district or county reading programs. Effective July 1, 2004, school site reading programs may only be coordinated by individuals who hold the Reading and Language Arts Specialist Credential, Restricted Reading Specialist Credential, Reading Certificate, or Administrative Services Credential.
- (c) An individual who has served as a reading coordinator for a minimum of
- (e) three years prior to July 1, 2004, on the basis of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, shall be authorized to continue in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

---

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d) and 44258.9(b), Education Code.

The second change is a typographical error in the section proposed to be deleted. The section number is 80523.4 instead of Section 80523.5. There is no Section 80523.5 in regulation.

#### **Title 5 §80523.5. ~~80523.4.~~ Administrative Services Prerequisite.**

A valid designated subjects adult education teaching credential shall be accepted as an appropriate prerequisite credential for the Administrative Services Credential, provided the applicant also possesses a baccalaureate from a regionally accredited college or university.

#### **Financial Impact**

California Commission on Teacher Credentialing: None

State Colleges and Universities: None

Private Person: None

Mandated Costs: None

# Notice of Proposed Rulemaking Mailing List and Responses

## Mailing List

- Members of the California Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-approved programs
- Credential Analysts at the California Institutions of Higher Education with Commission-approved program
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>.

As of Wednesday, September 22, 1999, the Commission had received the following seven written responses to the public announcement:

### ***In Support***

1 organizational opinions

5 personal opinions

### ***In Opposition***

1 organizational opinion

0 personal opinion

**Total Responses: 7**

### ***Responses Representing Organizations in Support***

1. Azusa Pacific University: Daniel C. Elliott, Preliminary Administrative Services Program Director

### ***Responses Representing Individuals in Support***

1. Robert G. Diaz, Assistant Superintendent, Norwalk-La Mirada School District
2. Juan A. Flecha, Coordinator, Credential Services Unit, Los Angeles Unified School District
3. Gary C. Lampella, Superintendent/Principal, Fort Jones Union Elementary School District
4. Marcia McVey, Director Tier II, Azusa Pacific University
5. Karen Valdez, Personnel Clerk II, Santa Maria-Bonita School District

### ***Responses Representing Organizations in Opposition***

1. Milestones of Development, Inc.: Cynthia Mack, Administrator

**Comment:** There are no provisions for either "grandfathering" persons who have served successfully in this position (Administrative) for many years. Nor are there provisions for emergency credentials for the person's mentioned above.

**Commission Response:** An individual is misassigned if he or she is serving in an administrative position in the public schools without the appropriate credential. The Commission does not propose regulations to correct a misassignment. The Commission does not issue an

emergency permit in administrative services. Twenty California institutions of higher education currently offer Administrative Services Internship programs which requires the individual to hold a prerequisite credential, completed three years of appropriate experience, passed the California Basic Educational Skills Test, and be enrolled in the internship program. The internship credential has the same authorization as a preliminary or professional clear Administrative Services Credential. The credential is valid for two years and at that time the intern must qualify for the Preliminary Administrative Services Credential.

### **Staff Recommendation**

Staff recommends that the Commission adopt the proposed amendments to Section 80054, deletion of Section 80523.4, and addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments with the additions to Sections 80020.4 and 80020.4.1 and the typographical error for Section 80523.4.

---

## **California Commission on Teacher Credentialing**

### **Division VIII of Title 5 of the California Code of Regulations**

#### **Proposed Amendments to Section 80054, Deletion of Section 80523.5, and Addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments**

#### **Title 5 §80054. Services Credential with a Specialization in Administrative Services; Requirements.**

- (a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
  - (1) One of the following:
    - (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or
    - (B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or
    - (C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;
  - (2) Completion of one of the following:

- (A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation; or
  - (B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or
  - (C) one-year internship program in administrative services accredited by the Committee on Accreditation;
- (3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);
- (4) Verification of one of the following:
- (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
  - (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;
- (5) One of the following:
- (A) a recommendation from a California regionally accredited institution of higher education that has a preliminary administrative services program accredited by the Committee on Accreditation; or
  - (B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and
- (6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.
- (7) An individual who has completed requirements (1) through (5) but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.
- (b) A Preliminary Administrative Services Credential with a Specialization in Administrative Services issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.

(a) A Preliminary Administrative Services Credential with a Specialization in Administrative Services that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.

(c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.

(d) The minimum requirements for the professional clear Administrative Services Credential shall include (1) through (4):

(1) Possession of a valid preliminary administrative services credential;

(2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;

(3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university; and

(4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.

(e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

(f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

---

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44252(b), 44270, 44270.1, 44372, and 44373, Education Code.

### **Title 5 §80523.5. Administrative Services Prerequisite.**

A valid designated subjects adult education teaching credential shall be accepted as an appropriate prerequisite credential for the Administrative Services Credential, provided the applicant also possesses a baccalaureate from a regionally accredited college or university.

### **Title 5 §80054.5. Services Credential with a Specialization in Administrative Services; Authorization.**

(a) A Services Credential with a Specialization in Administrative Services authorizes the holder to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.

(1) Development, coordination, and assessment of instructional programs;



- (2) Evaluation of certificated and classified personnel;
  - (3) Student discipline, including but not limited to suspension and expulsion, pursuant to Education Code Section 48000 et seq.;
  - (4) Certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement, pursuant to Education Code Section 44800 et seq.;
  - (5) Supervision of certificated and classified personnel;
  - (6) Management of school site, district or county level fiscal services;
  - (7) Recruitment, employment, and assignment of certificated and classified personnel; and
  - (8) Development, coordination, and supervision of student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.
- (b) Nothing in these regulations is intended to impinge upon the authority of the local governing board to authorize classified personnel to supervise other classified employees.
- (c) Nothing in these regulations is intended to limit the employment and assignment authority of local governing boards under Education Code Sections 44270.2, 44065(d), 44069(c), 44834, or any other provision that may provide local discretion in the assignment of personnel.

---

Note: Authority cited: Section 44225, Education Code. Reference: Section 44065, 44069, 44270.2, 44800 et seq., and 48000 et seq., and 44834, Education Code.

#### **Title 5 80020.4. Teachers Serving as Staff Developer.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.

---

Note: Authority cited: Section 44225(q), Education Code. Reference: Section 44225(d), Education Code.

#### **Title 5 Section 80020.4.1. Teacher Serving as Program Coordinator.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning at the school site, school district, or county

level in grades twelve and below, including preschool, and in classes organized primarily for adults

- (b) Irrespective of the provisions set out in this section, only individuals who hold either the Reading and Language Arts Specialist Credential or Administrative Services Credential may coordinate school district or county reading programs. Effective July 1, 2004, school site reading programs may only be coordinated by individuals who hold the Reading and Language Arts Specialist Credential, Restricted Reading Specialist Credential, Reading Certificate, or Administrative Services Credential.
- (c) An individual who has served as a reading coordinator for a minimum of three years prior to July 1, 2004, on the basis of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, shall be authorized to continue in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

---

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d) and 44258.9(b), Education Code.

---

CTC Letterhead



OFFICE OF THE EXECUTIVE DIRECTOR  
(916) 445-0184

99-9918

DATE: August 17, 1999

TO: All Individuals and Groups Interested in the Activities of the  
California Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Proposed Amendments to Section 80054, Deletion of Section  
80523.5, and Addition of Sections 80020.4, 80024.4.1, and  
80054.5 of California Code of Regulations, Pertaining to  
Administrative Services Credentials and Teachers Serving in  
Non-Instructional Assignments

## Notice of Public Hearing is Hereby Given

In accordance with Commission policy, the following Title 5 Regulation is being distributed prior to the public hearing. A copy of the proposed

regulations is attached:

Proposed Addition of Sections 80020.4, 80020.4.1, and 80054.5,  
Amendment to Section 80054, and Deletion of Section 80523.5

The public hearing is scheduled for:

**October 7, 1999**

**1:30 p.m.**

**California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California**

## **Statement of Reasons**

### *Purpose /Effect of Proposed Action*

The Education Code specifies requirements for the Administrative Services Credential, states when a principal is required to hold an administrative credential at a school site, outlines local level assignment options, and exempts some positions from requiring an administrative credential. The Education Code and administrative regulations lack sufficient specificity about what constitute administrative duties and, thus it is unclear what duties a certificated school administrator may perform that other credentialed personnel are not authorized to perform. Education Code Section 44065 lists thirteen areas of responsibility that the Commission is expected to determine which credentials authorize the service, administrative or non-administrative. The Commission has not made such designations in regulations as stipulated in §44065.

The existing content of Title 5 Section 80054 concerning the Administrative Services Credential references the valid period of the clear credential which is out-of-date and does not include the preliminary credential which the Commission has been issuing since 1994. The dating information for the professional clear credential is contained in another section of regulation (80553). The proposed amendments to this section would revise the existing language for the valid period of the credential and propose appropriate content for the requirements for the credential.

The proposed changes to Title 5 §80054 clarify the requirements and the valid period for the preliminary and professional clear Administrative Services Credential. With the addition of the credential requirements to Section 80054 including a designated subjects credential with a bachelor's degree serving as a prerequisite credential, Section 80523.5 is no longer necessary.

Title 5 §80054.5 is being added to define the authorization for the Administrative Services Credential to allow for easier understanding of the authorization for the Administrative Service Credential by employers. Section 80020.4 is being added to allow the holder of a teaching credential to serve as staff developer and §80020.4.1 to allow the holder of a teaching credential to serve as coordinator of a program to clarify for employers who may serve in this type of assignment.

## **Documents Relied Upon in Preparing Regulations**

No documents were relied upon in preparing the regulations.

## **Documents Incorporated by Reference**

No documents were incorporated by reference.

## **Written Comment Period**

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on October 6, 1999. Comments must be received by that time at the California Commission on Teacher Credentialing, attn. Executive Office, 1900 Capitol Avenue, Sacramento, California 95814-4213.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

## **Public Hearing**

Oral comments on the proposed action will also be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Certification Division Director's Office at (916) 445-0234 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

## **Modification of Proposed Action**

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

## **Contact Person/Further Information**

Inquiries concerning the proposed action may be directed to Terri H. Fesperman by telephone at (916) 323-5777 or by electronic mail at [\[tfesperman@ctc.ca.gov\]](mailto:tfesperman@ctc.ca.gov). Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information upon which this proposal is based is available for inspection and copying.

---

## **California Commission on Teacher Credentialing**

### **Division VIII of Title 5 of the California Code of Regulations**

### **Proposed Amendments to Section 80054, Deletion of Section 80523.5, and Addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments**

**Title 5 §80054. Services Credential with a Specialization in Administrative Services; Requirements.**

- (a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
- (1) One of the following:
- (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or
  - (B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or
  - (C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;
- (2) Completion of one of the following:
- (A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation; or
  - (B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or
  - (C) one-year internship program in administrative services accredited by the Committee on Accreditation;
- (3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);
- (4) Verification of one of the following:
- (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
  - (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;
- (5) One of the following:
- (A) a recommendation from a California regionally accredited institution of higher education that has a preliminary administrative services program accredited by the Committee on Accreditation; or
  - (B) an individual who completed his or her professional preparation

program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and

- (6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.
  - (7) An individual who has completed requirements (1) through (5) but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.
- (b) A Preliminary Administrative Services Credential with a Specialization in Administrative Services issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.
- (a) A Preliminary Administrative Services Credential with a Specialization in Administrative Services that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.
- (c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.
- (d) The minimum requirements for the professional clear Administrative Services Credential shall include (1) through (4):
- (1) Possession of a valid preliminary administrative services credential;
  - (2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;
  - (3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university; and
  - (4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.
- (e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

**Title 5 §80523.5. Administrative Services Prerequisite.**

A valid designated subjects adult education teaching credential shall be accepted as an appropriate prerequisite credential for the Administrative Services Credential, provided the applicant also possesses a baccalaureate from a regionally accredited college or university.

**Title 5 §80054.5. Services Credential with a Specialization in Administrative Services; Authorization.**

- (a) A Services Credential with a Specialization in Administrative Services authorizes the holder to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.
  - (1) Development, coordination, and assessment of instructional programs;
  - (2) Evaluation of certificated and classified personnel;
  - (3) Student discipline, including but not limited to suspension and expulsion, pursuant to Education Code Section 48000 et seq.;
  - (4) Certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement, pursuant to Education Code Section 44800 et seq.;
  - (5) Supervision of certificated and classified personnel;
  - (6) Management of school site, district or county level fiscal services;
  - (7) Recruitment, employment, and assignment of certificated and classified personnel; and
  - (8) Development, coordination, and supervision of student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.
- (b) Nothing in these regulations is intended to impinge upon the authority of the local governing board to authorize classified personnel to supervise other classified employees.
- (c) Nothing in these regulations is intended to limit the employment and assignment authority of local governing boards under Education Code Sections 44270.2, 44065(d), 44069(c), 44834, or any other provision that may provide local discretion in the assignment of personnel.

---

Note: Authority cited: Section 44225, Education Code. Reference: Section 44065, 44069, 44270.2, 44800 et seq., and 48000 et seq., and 44834, Education Code.

**Title 5 80020.4. Teachers Serving as Staff Developer.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.

- (b) A teacher serving as a staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.

Note: Authority cited: Section 44225(q), Education Code. Reference: Section 44225(d), Education Code.

### **Title 5 Section 80020.4.1. Teacher Serving as Program Coordinator.**

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults
- (b) Irrespective of the provisions set out in this section, only individuals who hold either the Reading and Language Arts Specialist Credential or Administrative Services Credential may coordinate school district or county reading programs. Effective July 1, 2004, school site reading programs may only be coordinated by individuals who hold the Reading and Language Arts Specialist Credential, Restricted Reading Specialist Credential, Reading Certificate, or Administrative Services Credential.
- (c) An individual who has served as a reading coordinator for a minimum of three years prior to July 1, 2004, on the basis of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, shall be authorized to continue in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d) and 44258.9(b), Education Code.

STATE OF CALIFORNIA

GRAY DAVIS, Governor

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
(916) 445-0184



**OFFICE OF THE EXECUTIVE DIRECTOR**

Attn: Sam W. Swofford, Ed.D., Executive Director

Title: **Proposed Amendments to Section 80054, Deletion of Section 80523.5, and Addition of Sections 80020.4, 80020.4.1, and 80054.5 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments**

Section No.: Proposed Addition of Sections 80020.4, 80020.4.1, and 80054.5, Amendment to Section 80054, and Deletion of Section 80523.5

**Response to the Attached Title 5 Regulations**

So that the California Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations, please return this response form to the Commission office, attention Executive Office, at the above address by 5:00 pm on October 6, 1999 in order that the material can be presented at the October 7, 1999 public hearing.

1. ☐ **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2. ☐ **No**, I do not agree with the proposed Title 5 Regulations for the following reasons:  
(If additional space is needed, use the reverse of this sheet.)



3. ☐ Personal opinion of the undersigned and/or
4. ☐ Organizational opinion representing: (Circle One)  
School District, County Schools, College, University, Professional Organization, Other
5. ☐ I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
6. ☐ No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

*Route to THF*

---

| [Back to the Top](#) |

| [Back to October 1999](#)

[Agenda](#) |

| [Return to "Agenda](#)

[Archives"](#) |

| [Return to "About CTC"](#) |

